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## Unit Descriptions

### VCAL Units:
- VCAL Work Related Skills Unit
- VCAL Personal Development Skills Unit
- VCAL Literacy Skills Unit
- VCAL Numeracy Skills Unit

### VCE/VET Units:
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building and Construction Pre-apprenticeship
- Certificate II in Business
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate III in Music
- Certificate III in Sport & Recreation

### VCE Units:
- Accounting
- Agricultural and Horticultural Studies
- Australian Global Politics
- Biology
- Business Management
- Chemistry
- Computing and Informatics
- Drama
- Economics
- English
- English Language
- English Literature
- Environmental Science
- Food Studies
- Geography
- History / History: Revolutions
- Languages: French
- Languages: Japanese
- Legal Studies
- General Mathematics
- Further Mathematics
- Mathematical Methods
- Specialist Mathematics
- Media
- Music Performance
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design and Technology
- Psychology
- Religion and Society
- Studio Arts
- Texts and Traditions
- Visual Communication Design
LEARNING PATHWAYS

VCE
VICTORIAN CERTIFICATE OF EDUCATION
Usually 20–24 units, 90 different studies available

VET / APPRENTICESHIPS AND TRAINEESHIPS
VCE VET, School-based Apprenticeships and Traineeships, other VET Certificates

TRAINING (TAFE or school, industry, RTO, ACE)

STRUCTURED WORKPLACE LEARNING

COMPLETION OF VCE

EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP WORKPLACE LEARNING

TAFE CERTIFICATE II/III/IV, DIPLOMA, ADVANCED DIPLOMA

UNIVERSITY

VCAL
VICTORIAN CERTIFICATE OF APPLIED LEARNING
Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills, Personal Development Skills

COMPLETION OF VCAL
The transition from Year 10 to Years 11 and 12 is a major one. For many students, the decision to study particular units will often shape their academic futures or career choices. It is of paramount importance that students are well informed about their units and that the decision to complete a particular course or particular subjects has come from thorough and thoughtful investigation. It is very important that you read the information contained in this booklet carefully, as well as make full use of the resources available to you - people, publications, information sessions, etc. - before making your decisions.

When you move into the final two years of formal schooling it is important that the student is aware that effective choices could be based on choosing subjects that:

- enable you to work from your strengths and/or your own enjoyment level
- challenge you to make the most of your capabilities
- provide you with the qualification that you need to pursue your career and ambitions after you leave school
- offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- provide life skills
- are your choices and not the choices of others.

There are several Pathways for the final two years of schooling

- **Victorian Certificate of Education (VCE)** requires the successful completion of Units 1 & 2 and Units 3 & 4. Effective completion of VCE demands students study approximately 2 - 3 hours each night and six to eight hours over the weekend. Hence, a VCE student must set priorities for activities, be very organised and prepared to make sacrifices. Success in VCE usually goes to the student who is committed and has a strong work ethic.

- **Victorian Certificate of Applied Learning (VCAL)** is a hands-on option that meets the National and State requirements. The aim of VCAL is to assist students to improve their literacy and numeracy, acquire industry experience and training, and develop as responsible, young adults prepared for the world of work. This Certificate course is best suited to students who have aspirations in a particular vocation, wish to gain employment, further education and/or training. Within this program it is possible for students to undertake part-time apprenticeship/traineeships to further enhance career opportunities.

- **Vocational Education and Training** combines classroom learning with hands on industry training. Students undertaking a VET subject receive a nationally accredited certificate on completion of their studies. VET subjects can be undertaken as part of VCE or VCAL studies.
INTRODUCTION TO YEARS 11 AND 12

To help with your decision-making process, consider these questions:

- Am I leaning towards study of the VCE to gain tertiary entry? What subject prerequisites do tertiary institutions require for the career path I am interested in?
- Would it be better to undertake VCAL to link in with a particular TAFE course or employment?
- Are there any VET subjects that I should undertake for the final two years of schooling, and beyond?
- How do I choose subjects or combinations of subjects that will keep my options open for future study?
- Should I continue with the study of a VCE Language?
- Which English subject am I most suited to?

English focuses on the study of two texts per semester, analysis of issues, a writing folio and oral presentation skills. Literature involves the study of a range of texts in close detail. English Language is a study of linguistics and a systematic exploration of the English language. VCAL Literacy has a workplace focus. Please note students undertaking VCAL Literacy do so as part of their VCAL program.

INFORMATION FROM THE CAREERS DEPARTMENT

OVERVIEW
You are now enrolling in the post-compulsory phase of your education. It is your choice what you do from now. It is in your interest to make full use of the time and resources available for the course selection process.

In Industry and Enterprise Unit 1, you have already undertaken the necessary steps to make broad based career decisions. You have identified your career interest areas, your career values and your career abilities. The Job Guide, My Future, Career Voyage, and information from universities and TAFEs have been your tools to search out new information and inform yourself of options. All of this careers information is held in the Careers Centre. You need to revisit this and the experiences you have had in the workplace to plan your next two years of education. Remember to choose subjects that interest you, and that you are good at, and those that will lead to the future of your choice.

TAKE TIME TO EXPLORE, THINK, AND PLAN
Many of you may feel confused by this decision process and are uncertain about your career pathway. Remember you do not need to make a decision now about a specific career you want to pursue. You simply need to choose a group of subjects which will allow you the opportunity to pursue a range of careers that you may be interested in at this stage in your life. Year 11 is a wonderful opportunity to undertake an exploration of subjects in more depth. Make sure that you are aware of the units that demand a Units 1 - 4 sequence and the prerequisites for the range of areas you may wish to pursue after post-secondary schooling. In general, Sacred Heart College will offer studies as two-unit sequences. In Year 11, students will normally take Units 1 and 2 as a sequence.

Use every experience as an opportunity for learning. Education takes on many forms including VCE, VCAL, VET, School-Based Apprenticeships, Traineeship and Pathways. Consider the type of learning style you have; are you a practical learner or academic learner? Which suits you best?

Whether you are targeting your next learning experience via an apprenticeship/traineeship, on the job training, TAFE or university, you need to be acutely aware of the skills you wish to develop to ensure an employable future.

PLAN FOR THE FUTURE - JOBS ARE NOT FOR LIFE ANY MORE
Most people will have a number of different jobs throughout their life; you will need to be flexible, adaptable, multi-skilled and mobile. New jobs are created and others become redundant every day. You need to develop skills that are transferable and accept that your education and further training will be an ongoing process for the duration of your working life.
WHICH SKILLS ARE IMPORTANT?
Whichever career pathway/s you select, you will need to use a variety of skills in the workplace. These are known as transferable skills. They include:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology

Top selection criteria used by employers:
Skills / Attributes
- Communication
- Critical reasoning
- Problem solving
- Passion
- Positive attitude

You have been developing these skills throughout your schooling. It is important that you continue to extend these skills in Years 11 and 12.

RESOURCES FOR MAKING YOUR DECISION
Make sure you discuss your thoughts and plans with a wide range of people. Remember to access the resources available at the school, including:

- Course Scan: A computer program which will show the courses your subject choices will allow you to enter.
- VICTER 2021 The prerequisites for post-secondary courses for 2021, (the year in which current Year 10 students are able to enter into post-secondary education).
- Resources of the Career Centre
- Careers Practitioners
- Learning Area Leaders
- Tertiary Websites
- Group Training Organisations

Your career pathway is not a one stop destination; careers is a life long journey.

The more you research, the better your decision will be. We have included some useful websites for you to research. (Refer to Addendum A)

VCE AT SACRED HEART COLLEGE

Victorian Curriculum and Assessment Authority Regulations stipulate that the VCE is awarded to students who satisfactorily complete (i.e. gain an ‘S’ for) a minimum of 16 units, 8 of which are Units 1 and 2, and the remaining 8 Units 3 and 4.

These units must include:
- Units 3 & 4 of at least one from the English group.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.
At Sacred Heart College, our policy states that students are expected to enrol in twelve units in Year 11, as well as the Religious Education program. This is normally followed by ten units in Year 12. This total of 22 units provides students with a wide range of options to support their career pathways.

**Year 11**
In Year 11 all students will study Unit 1 Religion and Society as their Religious Education program. In addition student can also select Texts and Traditions.

**Year 12**
Year 12 students study Unit 2 Religion and Society, unless they study Units 3 & 4 Texts and Traditions.

## GROUPINGS OF STUDIES

**How to decide what to study?** Consider your areas of academic interest and strength. Remember the subjects you most enjoyed in Years 7 – 10 as well as your career goals.

You may want to use these Learning Area groupings to help decide the types of subjects you wish to study further. Many students combine VCE units with VET and VCAL. Most subjects will run excursions / incursions and the costs will be charged to accounts. Where costs attached to a particular subject are greater than $20.00, an approximate cost is noted in the course outline.

### VCE (VICTORIAN CERTIFICATE OF EDUCATION)
**Religious Education**
Religion and Society Units 1 & 2  
Texts and Traditions Units 1 - 4

**English and Languages**
English Units 1 - 4  
English Language Units 1 - 4  
English Literature Units 1 - 4  
French Units 1 - 4  
Japanese Units 1 - 4

**Mathematics**
General Mathematics Units 1 & 2  
Further Mathematics Units 3 & 4  
Mathematical Methods Units 1 - 4  
Specialist Mathematics Units 3 & 4

**Humanities**
Accounting Units 1 - 4  
Australian and Global Politics Units 1 - 4  
Business Management Units 1 - 4  
Economics 1 & 2  
Geography Units 1 - 4  
History:  
- Twentieth Century 1918-1939 Unit 1  
- Empires at Work 1400-1775 Unit 2  
- Revolutions Units 3 & 4  
Legal Studies Units 1 - 4

### Science
Agricultural and Horticultural Studies Units 3 & 4  
Biology Units 1 - 4  
Chemistry Units 1 - 4  
Environmental Science 1 & 2  
Physics Units 1 - 4  
Psychology Units 1 - 4

### Health and Physical Education
Health and Human Development Units 1 - 4  
Outdoor and Environmental Studies Units 1 - 4  
Physical Education Units 1 - 4

### Arts
Drama Units 1 - 4  
Media Units 1 - 4  
Music Performance Units 1 & 2  
Music Solo Units 3 & 4  
Studio Arts Units 1 - 4  
Visual Communication and Design Units 1 - 4

### Technology
Product Design and Technology (Textiles) Units 1 - 4  
Food Studies Units 1 - 4  
Computing 1 & 2  
Informatics 3 & 4
VET (VOCATIONAL EDUCATION AND TRAINING)
Certificate II in Automotive Technology Studies Units 1 - 4
Certificate II in Building and Construction Pre-apprenticeship Units 1 - 4
Certificate II in Business Units 1 - 4
Certificate III in Sport & Recreation Units 1 - 4
Certificate III in Music Units 1 - 4
Certificate II in Horticulture Units 1 - 4
Certificate II in Hospitality Units 1 - 2
Certificate II in Hospitality (Kitchen Operations) Units 3 - 4
A range of external VET subjects are also available.

VCAL (VICTORIAN CERTIFICATE OF APPLIED LEARNING)
VCAL Literacy (Foundation, Intermediate, Senior)
VCAL Numeracy (Foundation, Intermediate, Senior)
Personal Development Skills (Foundation, Intermediate, Senior)
Work Related Skills (Foundation, Intermediate, Senior)

Please note that offering the above subjects is dependant on sufficient student numbers and the ability to staff them.

ACCELERATION
UNDERTAKING A UNIT 3 & 4 SUBJECT AT YEAR 11

WHAT IS ACCELERATION?
It is taking one Unit 3 & 4 study in Year 11 and five Unit 1 & 2 studies plus Religious Education.

IN WHICH STUDIES CAN ACCELERATION OCCUR?
Biology, Business Management, English, Literature, Further Mathematics, Geography, Health and Human Development, History, IT Applications, Legal Studies, Literature, Outdoor and Environmental Studies, Physical Education, Psychology, and Texts and Traditions. Subject selection is also dependent on timetable blocking.

WHO SHOULD ACCELERATE?
- Students who accelerated in Year 10
- Students who have achieved at a consistently high level in their Year 10 subjects across the curriculum and who are seeking a further intellectual challenge.
- Students who are considering taking a University Enhancement subject in Year 12. In order to qualify, it is necessary to have taken a Unit 3 & 4 subject in Year 11 and received grades at a high level.

WHAT ARE THE REQUIREMENTS FOR ACCELERATION?
To be considered for Acceleration, a student must have performed well in most studies in Year 10 including excellence in the Year 10 prerequisite subject for Year 11-12.

Students also need to be well-organised, good time managers, responsible for themselves and their work, independent in their study habits and have demonstrated a keen intellectual interest in their studies.

Students need to have achieved the following:
- An average of 80% + in a minimum of four subjects*
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher
The subject into which the student wishes to accelerate must be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average.

Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered.

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Director of Curriculum in collaboration with the relevant Year Level Leader and Learning Area Leader as well as the Deputy Principal – Learning and Teaching.

Students who wish to accelerate into two or more subjects must apply directly to the Director of Curriculum who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Director of Curriculum, however they will need to explain why they were unable to meet the selection criteria. After consultation with the year Level Leader and/or relevant subject teachers, the Director of Curriculum will make a recommendation to the Deputy Principal – Learning and Teaching who will decide on the outcome.

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**UNIVERSITY ENHANCEMENT STUDIES**

Students who have completed Units 3 and 4 of a VCE subject while in Year 11 may be eligible to take a University Enhancement subject in Year 12.

This is a first-year level study of a university subject. To qualify for entry into such a subject, students normally have to have achieved at least 40 (out of 50) on their Unit 3 & 4 subject in the same area. Students also need to be recommended by the relevant Year 11 teacher. Thus the University Enhancement study is designed with the very strong academic student in mind – one who is seeking a challenge at a higher level than Year 12 studies. As with our Acceleration Program at Years 10 and 11, it requires students who are self-motivated, well-organised and enjoy intellectual pursuits. It also provides a bonus score on the ATAR (Australian Tertiary Admission Rank).

It is possible to take a University Enhancement subject at the University of Melbourne, Latrobe University and Monash University. There is a wide variety of possibilities. Students organise themselves to travel to and from the venue after school hours for an extended weekly lesson. They would be in a class with other secondary students from this general geographic area.

Enhancement study is an excellent introduction to university level study for students. Further details can be obtained from the Deputy Principal - Learning and Teaching, the Year 12 Level Leader or Director of Transition and Curriculum.
The ATAR, (Australian Tertiary Admission Rank) is used for selection into university and college courses as well as an increasing number of TAFE courses. It is also used for any applications to interstate tertiary institutions. Students should particularly note the 3 / 4 units which will be favourably considered for particular tertiary courses. This means that they attract ATAR increments for selection into those courses, particularly in the middle band selection process.

The scaled study scores are combined to produce an ATAR (/100) by which the tertiary selection is made. The ATAR uses the scaled study score for English/English Language/English Literature and the next best three other scaled study scores as well as 10% of the scaled study scores for any fifth or sixth study.

Successful completion of a VCE VET Certificate contributes to the ATAR.

VCE VET Business
VCE VET Hospitality
VCE VET Engineering
VCE VET Sport & Recreation
VCE VET Music

VCE VET Automotive
VCE VET Horticulture
VCE VET Building Construction

Scored assessed: Contribute to your top 4 studies

Non-scored: Contribute 10% of your average score and count as fifth or sixth studies

Courses and universities may vary somewhat. Students planning to follow a particular course of tertiary study should carefully investigate the pre-requisite and recommended units for such a course and any other procedures which will apply (eg. interview, work experience, folio etc.). Written confirmation of this advice should be obtained where possible.

Tertiary Entrance procedures and pre-requisites are printed annually in the VICTER (available from Careers Department, and on line). ATAR scores are based on School Assessed Coursework and Examination grades for Units 3 & 4. These grades are used to determine a study score (for each 3 & 4 sequence). This score is scaled so that all studies can be compared. It will be a score out of 50. It will indicate your relative position when all the students for the study are considered.

Detailed information relating to Tertiary Selection and the ATAR is also given in the separate VTAC Publication sold at all newsagents and available on-line.
AN EXPLANATION OF KEY FEATURES

Length
The VCE consists of semester length units. Each unit is designed to be studied over 100 hours, of which 50-60 hours will be class time. Students will undertake between 16 and 24 units over the two years but it is possible to take more than two years to complete the program.

For further information, please refer to VCAA regulations on page 6 of the Course Manual.

Units
Units designated Unit 1 or 2 would normally be undertaken in Year 11, while units designated Units 3 & 4 would normally be undertaken in Year 12. Units 3 & 4 must be taken as a linked sequence - if you chose Unit 3 you must also choose Unit 4 of the same study, usually in the same year. Up to eight of the units may be VCE VET units offered by Sacred Heart College.

Assessment
Units 1 and 2 will be school assessed. All Unit 3 & 4 studies will include School Assessed Coursework and externally set Examinations. The final grade or ATAR is based on a combination of School Assessed Coursework and Examinations.

Program
You will select a program of studies for both Year 11 and 12 from the units available and according to Victorian Curriculum and Assessment Authority regulations and Sacred Heart College policy requirements. This includes programs which offer a combination of VCE/VET Units.

Within these regulations and the units which Sacred Heart College offers, there is considerable opportunity for choice and for the development of a specialist emphasis in the selection of this program.

The VCE will be awarded to students who satisfactorily complete a Victorian Curriculum and Assessment Authority approved program of studies according to these regulations.

The relevant VET Certificate and Statement of Attainment will be awarded by the RTO (Registered Training Organisation) to those students who complete all the requirements of the course. It is not necessary to satisfactorily complete the VCE in order to be awarded the VET Certificates.

Pre-requisites
These are subjects that must be completed before you can undertake a higher level of study in this area. Not all VCE or tertiary studies have pre-requisites but it is important that you check carefully to see which do.

Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on school coursework and assessment tasks designated for the unit.
School-Based Apprenticeships and Traineeships (SBATs) allow students to undertake a part time apprenticeship while still at school. SBATs offer wonderful career opportunities for students in Years 10, 11 and 12 who wish to enter the workforce, remain at school and develop a career pathway. Students are able to complete their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) while developing skills in a particular industry through working and training on the job, and receiving off-the-job training.

Students undertaking an SBAT are paid award wages and receive a nationally accredited certificate on completion of their apprenticeship. School-based apprentices work an average of 15 hours per week and have three years to complete their apprenticeship. SBAT students are required to undertake training delivered by a Registered Training Organisation (RTO).

SBAT students enrolled in VCAL receive credits towards completion of their VCAL Certificate. Students enrolled in VCE and undertaking a SBAT receive 10% increment to their average ATAR score.

SBATs are offered in the following industries: Agriculture, Automotive, Engineering, Hospitality, Sport & Recreation, Community & Health Services, Horticulture, Information Technology, Business, Retail Operations/Supervision, Building & Construction, Plumbing, Hairdressing and Beauty, and Electrotechnology.

Students interested in applying for a School-Based Apprenticeship and Traineeship must speak to the Vocational Education and Training Co-ordinator, Mr Chris White.
The Victorian Certificate of Applied Learning (VCAL) is a hands-on and practical-based option for Year 11 and 12 students. VCAL focuses on applied learning principles and sits alongside the VCE. Learning programs for students are comprised of accredited VCE, VET and VCAL modules that meet National and State requirements.

The aim of VCAL is to assist students to improve their literacy and numeracy, acquire work and industry skills, and develop as responsible young adults. Students also have the opportunity to gain valuable experience within a structured workplace environment and identify vocational pathways.

This Certificate course is best suited to students who have aspirations in a particular vocation, wish to gain employment, apprenticeships, traineeships or further education and training.

Each student undertaking VCAL is provided with a tailored full year learning program. The learning program is designed to meet the needs and interests of each student and to build knowledge and skills necessary for employment, further education and/or training. Within this program it is possible for students to undertake part-time Australian School-based Apprenticeships and Traineeship (SBAT) to further enhance career opportunities.

There are three VCAL levels:
- Foundation (equivalent to Certificate I level)
- Intermediate (equivalent to Certificate II level)
- Senior (equivalent to Certificate II or III)

These levels allow learning programs to be individually designed for each student. Students can move from one VCAL level to the next, undertake units and modules in more than one level at the same time, and complete each level in the timeframe suited to their learning needs.

Each level has a minimum requirement of 1,000 nominal hours of study.

There are four compulsory curriculum strands within VCAL:
- Literacy and Numeracy
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills
- Workplace Learning

To be awarded a VCAL certificate at the appropriate level, students must complete 10 units that will enable them to gain 10 credits.

Students who successfully complete VCAL will receive a VCAL Certificate at the award level, as well as a Statement of Attainment for any VCE and or VET units completed.

An integral part of VCAL involves partnerships between schools, TAFE Institutes, Adult and Community Education providers, Local Learning and Employment Networks, employers and other local community organisations.

The Victorian Certificate of Applied Learning is an accredited qualification, which is gaining considerable recognition within industry, education and the community sector.

All three levels of VCAL are offered at Sacred Heart College. A selection process applies which includes a letter of application, an agreement and an interview with the VCAL Coordinator.
### VCAL INTERMEDIATE LEVEL
AN EXAMPLE COURSE OUTLINE ONLY

<table>
<thead>
<tr>
<th>CURRICULUM STRAND</th>
<th>COURSE / MODULE / UNIT</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>CREDITS</th>
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<tr>
<td>Literacy &amp; Numeracy</td>
<td>VCAL Literacy</td>
<td>Intermediate</td>
<td>200</td>
<td>2</td>
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<tr>
<td></td>
<td>• Reading &amp; Writing</td>
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<td></td>
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<td></td>
<td>• Oral Communication</td>
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<td></td>
<td>VCAL Numeracy</td>
<td>Intermediate</td>
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<td>Industry Specific Skills</td>
<td>Year 11 students will select from:</td>
<td>Intermediate</td>
<td>200</td>
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<tr>
<td></td>
<td>1. VET Automotive</td>
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<td></td>
<td>2. VET Building &amp; Construction</td>
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<td>3. VET Business</td>
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<td>4. VET Horticulture</td>
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<td>5. VET Hospitality</td>
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<td>6. VET Sport &amp; Recreation</td>
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<td>An externally provided VET study (e.g. Equine), can replace these</td>
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<tr>
<td>Work Related Skills</td>
<td>VCE Industry &amp; Enterprise Unit 1 (RPL)*</td>
<td>Intermediate</td>
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<td>VCAL Work Related Skills Units 1&amp;2</td>
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<td>Personal Development Skills</td>
<td>VCAL Personal Development Skills Units 1 and 2</td>
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<td>Total</td>
<td>Intermediate</td>
<td>1000</td>
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* RPL – Recognition of Prior Learning

**OUTCOMES**
- Victorian Certificate of Applied Learning (VCAL) - Intermediate
- Credit towards the VCE
- Credit towards the Certificate in [VET study]

**PATHWAYS**
- Victorian Certificate of Applied Learning (VCAL) – Senior
- VCE
- Apprenticeship/Traineeships
- Further Education and Training in [VET study]
- Employment
1. Vocational Education and Training links general and vocational skills and education together. It allows students to combine classroom learning with hands on industry training and practice in the workplace. VET may be undertaken in Years 10, 11 and 12. VET subjects contribute to both VCE and VCAL programs. Recognition of VET within the VCE and the VCAL means that students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE and/or VCAL.

VCE VET programs are vocational training programs approved by the Victorian Curriculum Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification. Selected VCE VET programs offer scored assessment for Units 3 and 4.

VCE VET IN A VCE PROGRAM:
Selected VCE VET programs have a study score component based on the designated Unit 3 and 4 sequence of their program. For scored VCE VET programs, the study score is calculated using assessments of each student’s levels of performance.

The study score can contribute directly to the ATAR as one of the student’s primary four scaled studies or as the fifth or sixth study.

- It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
- Where a student elects not to receive a study score, no contribution to the ATAR will be available for the scored VCE VET program.

2. Sacred Heart College offers students a wide range of Vocational Education and Training subjects/certificates, which are completed within a two year period. The following VCE VET programs have a study score available to students undertaking the relevant Units 3 & 4 sequence at Sacred Heart College:

- VCE VET Business 3 & 4
- VCE VET Hospitality 3 & 4
- VCE VET Music Units 1 – 4
- VCE VET Sport & Recreation
- VCE VET Automotive Studies
- VCE VET Building & Construction
- VCE VET Horticulture

VCE VET IN A VCAL PROGRAM:
Every 100 hours successfully completed in a VCE VET program contributes to one unit of the Industry Specific Strand of the Victorian Certificate of Applied Learning. Students undertaking a VCAL program are not required to undertake the study score component of the VCE VET program.
OUTCOMES FOR VCE VET PROGRAMS

Successful completion of VET in a senior secondary program may provide students with:

- a VCE and/or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- two Statements of Results issued by the VCAA giving details of units completed in the VCE/VCAL and units of competence completed in the VET qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications
- workplace experience including structured workplace learning

VET Subjects offered externally:

In addition to the VCE VET subjects offered at Sacred Heart College, students are also able to undertake VCE VET programs at other schools and TAFE organisations. To enrol in subjects/programs offered externally to Sacred Heart College, students must speak with the Vocational Training Co-ordinator.

Please note that as these subjects are offered externally they may be subject to availability of programs. Students may be required to participate in a selection process which may involve an information session, aptitude test or induction program. Additional costs can also be associated with undertaking a VCE VET external program. Students are required to attend the relevant training institution one day per week.
SACRED HEART COLLEGE
PROGRAM SELECTION PROCESS AND CHECKLIST

A time-line has been established for the main steps in student program selection. Steps include:

<table>
<thead>
<tr>
<th>DATE</th>
<th>INFORMATION/SESSION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/7/18</td>
<td>Course Manuals distributed</td>
</tr>
<tr>
<td>31/7/18</td>
<td>Parent/Student Information Expo Evening – Sacred Heart College (commencing 4.30pm)</td>
</tr>
<tr>
<td>1/8/18 - 17/8/18</td>
<td>Career Interviews</td>
</tr>
<tr>
<td>20/8/18</td>
<td>Due date for Subject Selections submitted online for Year 11 – 2018</td>
</tr>
<tr>
<td>8/8/18 and 16/8/18</td>
<td>Recommendation Sign Up</td>
</tr>
</tbody>
</table>

GUIDELINES
A student’s program should follow the Victorian Curriculum and Assessment Authority regulations and Sacred Heart College requirements and should be chosen to provide a coherent, balanced program that relates to pathways the student hopes to follow when leaving school. We advise that students select a program which maximises the post-school options (employment / apprenticeship / further study), which personally interests them.

RECOMMENDED PROCEDURE FOR CHOOSING YOUR STUDIES
We suggest that your program selection should follow a number of steps:

- Use the careers planning you did in Industry & Enterprise to assess your interests/abilities and goals
- Read this Course Manual carefully and fully with your parents
- Discuss your interests and goals in your Careers Interview; tentatively plan your course and subject choices
- Consider with your parents whether VCE, VCE /VET, or VCAL is the best pathway for you
- As a family, attend our Year 11(2019) Parent/Student Information Expo Evening on Tuesday 31 July 2018 and talk to as many subject presenters as possible
- Check your subject choice form and, with your parents’ help, make any desired changes. Be sure to add extra preferences in case timetable blocks affect your choices. Subject selections will be completed on-line
- The selection process for VCAL includes a written application submitted by the student and an interview with the student and parent/s, at which time a formal VCAL contract is signed by all parties
- Check that your subject choices meet VCAA requirements and any tertiary pre-requisites
- Obtain recommendations from your Year 10 Subject Teachers on your form – Wednesday 8 August and Thursday 16 August, lunchtime in the Hall
- Get your Careers Teacher to check and sign your form
- Complete your online subject selection by the due date of Monday 20 August

Remember - always ask questions when unsure. Time spent now can minimise problems later.
SACRED HEART COLLEGE
PROGRAM SELECTION PROCESS

BLOCKING OF SUBJECTS
At Years 10, 11 and 12 all subjects are ‘blocked’. What this means is that all subjects in a block are run at the same time. Hence a student can only do one subject from each block. The Timetabler uses a computer program to develop these blocks. The program takes into consideration the students' subject selections and their preference order. So it is essential that when students fill in their subject selection forms they place the subjects that they wish to do most as their highest preferences.

In creating the blocks, the Timetabler tries to enable as many people as possible to get their higher preferences. In some cases students will not always get all of their choices, due to subjects not running or subjects being put in the same block. When this occurs students will be given their reserve preferences or asked to choose another subject.

CHANGING YOUR YEAR 11 AND 12 PROGRAM
Once you have selected your program it is not ‘set in concrete’. It is possible to change that selection but any re-selection may be affected by timetable blocking restrictions and availability of places.

CHANGES AT THE END OF YEAR 10
You will make a tentative selection of subjects for Years 11 and 12 during Term 3. As you undertake Semester 2 units in Year 10, you may find that your original choice of some units might have been unrealistic or your interest may be drawn to a different career area. It is possible to change some unit enrolments but you will be restricted by the timetable blocks and class sizes. You will only be able to change units if there is space for you in the new unit and you receive a recommendation to do so from your Year 10 teacher.

CHANGES AT THE BEGINNING OF SEMESTER ONE AND SEMESTER TWO - YEAR 11
Students who have a valid reason for wanting to change units at the start of a semester (within the first weeks) in Year 11 may do so provided that there is space in the new unit and the Year Level Leader approves. Valid reasons would be:

- Medical or health issues
- Ongoing difficulty with the subject backed by teacher and parent recommendation
- To ensure that pre-requisites for the Year 12 / Tertiary entrance can be met
- Career requirements (interview with YLL/Careers required)

Keep in mind that 85% attendance is required to meet the VCAA obligations.

CHANGES FOR YEAR 12
In Term 3 of Year 11 you will complete enrolment forms for Year 12 VCE units. Time-table blocks for these units will be developed on the basis of these enrolments. Again changes may be made at the end of Year 11 and within the first two weeks of Year 12 but re-selection will be greatly limited by class size and completion of pre-requisites during Units 1 and/or 2. Changes would be for the reasons above.

Students should keep in mind that if they decide to change subjects, it is their responsibility to catch up the work that has already been covered.

CHANGING THE NUMBER OF UNITS IN THE YEAR 12 PROGRAM
As students progress through their studies some find that the demands of a unit are too great. It is possible to withdraw from a unit subject with Year Level Leader, Deputy Principal – Learning and Teaching and parental approval. It should be noted however, the VCAA (Victorian Curriculum and Assessment Authority) has cut-off dates for withdrawing from a unit beyond which an ‘N’ (Fail) will automatically be recorded.

In some cases, after careful consultation with the YLL and / or Deputy Principal – Learning & Teaching, a student may undertake a reduced course of studies.

CHANGES OF YEARS 11 AND 12 DUE TO INSUFFICIENT STUDENT NUMBERS
Student demand and availability of resources will mean that a number of the listed subject units may not ultimately be offered on the timetable in any one year.

The College tries to offer as broad a curriculum as possible but classes do have to be economically viable. Should student numbers in a subject drop significantly at the beginning of a semester, we may need to ask remaining students to select a replacement subject.
Before going to consult with your course selection counsellor it is advisable to use the space below to map out your initial thoughts on your two-year program. Note that by selecting a course of study for Year 12 this year, you are not locked into that selection. Your final Year 12 selection will not occur until towards the end of next year. Nonetheless it is advisable to keep in mind what Year 12 subjects you are likely to want to do. This will help you make up your mind for Year 11 subject selection.

### YEAR 11 SELECTION *

| Semester 1 | English 1  
Or  
English Language 1  
Or  
Literature 1 | Religion and 
Society  
Unit 1 |
|-------------|----------------|
| Semester 2  | English 2  
Or  
English Language 1  
Or  
Literature 2 | Religion and 
Society  
Unit 1 |

### YEAR 12 SELECTION *

| Semester 1 | English 3  
Or  
English Language 3  
OR  
Literature 3 | Religion and 
Society  
Unit 2 |
|-------------|----------------|
| Semester 2  | English 4  
Or  
Literature 4  
Or  
English Language 4 | Religion and 
Society  
Unit 2 |

* Please refer to page 12 for VCAL Program
DESCRIPTION OF TERMS

Each of the following units is outlined under the following headings:

WHY STUDY THIS SUBJECT?
These are the skills/knowledge that help students to develop and extend their understanding.

WHAT IS STUDIED?
These are the main content areas covered in the units. Specific concepts and topics are indicated. Particular techniques of study may be identified.

WHAT TYPE OF WORK IS DONE?
Students complete assessment tasks in all VCE studies. When considered in conjunction with students’ coursework, the teacher is able to determine if students have satisfied the Outcomes.

In Units 3 and 4 the formal assessment tasks are used to determine the student’s study score together with their exam results. These can take two forms:

1. The first is called School-assessed Coursework (SAC). This assesses how you have performed the assessment tasks specified in the Study Design. These tasks which are specified in the Study Design must be done mainly in class time and are part of the regular teaching and learning program.
2. The second is called School-assessed Task (this only applies for Studio Arts, Design and Technology and Visual Communication and Design). This kind of task will be the same for every school, and the specifications will be set by the Victorian Curriculum and Assessment Authority. However, the exact content of the task at your school will be decided by the school so that they match what you have been taught. The Victorian Curriculum and Assessment Authority specify how marks and grades are to be awarded. Your teacher does the marking, and in Units 3 and 4 your school will send the Victorian Curriculum and Assessment Authority a score to show how you performed in each assessment task.

PRE-REQUISITES:
This refers to appropriate background studies and lists any specific VCE unit pre-requisites. Most studies have been designed so that they can be commenced at Units 1, 2 or 3. Both units of 3 & 4 sequences must be undertaken - they cannot be studied separately.

GENERAL ACRONYMS FOR YEARS 11 AND 12

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VQA</td>
<td>Victorian Qualifications Authority</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>SAC</td>
<td>School Assessed Coursework</td>
</tr>
<tr>
<td>SAT</td>
<td>School Assessed Task</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>GAT</td>
<td>General Achievement Test</td>
</tr>
<tr>
<td>PERIOD 5</td>
<td>Class after school hours (3.45pm – 5.25pm) where students complete Assessment Tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.</td>
</tr>
</tbody>
</table>

NB: In addition there may be subject specific acronyms of which students will be informed during that unit of study.
VCAL STUDIES
## WHY STUDY THIS SUBJECT?

The purpose of Work Related Skills is to develop understanding, knowledge and employability skills through practical work placement.

Students should study Work Related Skills:
- To gain confidence and experience in the world of work
- To meet the curriculum requirements of the Victorian Certificate of Applied Learning (VCAL)
- To explore career pathways and choices
- To develop a work history and skills required to network successfully with employers

Please note that this subject is offered across all three levels of VCAL: Foundation, Intermediate and Senior. The complexity and nature of the tasks is dependant on the certificate level undertaken.

## UNIT 1

### WHAT IS STUDIED?

- Occupational Health and Safety (OH&S)
- Career and Industry Exploration/Pathways
- Workplace Rights and Responsibilities
- Employer Expectations

### WHAT TYPE OF WORK IS DONE?

- Assignments and projects on workplace issues
- Participation in a structured work placement (1-2 days per week)
- Workplace Diary
- OH&S in the work place
- Aptitude Tests
- OH&S Virtual Tests
- School Based Apprenticeships (where applicable)

## UNIT 2

### WHAT IS STUDIED?

- Job applications
- Networking with employers
- Pre-Apprenticeship courses
- Traineeships and Apprenticeships

### WHAT TYPE OF WORK IS DONE?

- Participation in a structured work placement (1-2 days per week)
- Workplace Diary
- Oral Presentations
- Workplace Assignments
- Role plays
- School Based Apprenticeships (where applicable)
- Visits to TAFE and employment agencies
WHY STUDY THIS SUBJECT?

The purpose of Personal Development Skills is to focus on the development of self through participation in activities which expand and improve personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills. The focus of the learning program for this unit includes:

- Subject specific knowledge applicable to one or more of the following: a relevant personal, social, health and wellbeing, educational and/or family goal.
- Skills applicable to a relevant personal, social health and wellbeing, educational and/or family goal.
- Introduction to problem solving skills.
- Introduction to skills for planning, organizing and working in teams.
- Research planning and organizational skills.
- Communication skills.

UNIT 1

WHAT IS STUDIED?

- Plan and organise an activity
- Team work
- Problem Solving Strategies
- Leadership Styles
- Communication Skills
- Goal Setting for project management
- Research methods
- Evaluating personal performance

WHAT TYPE OF WORK IS DONE?

- Role plays
- Self and group assessments
- Assignments
- Projects based on individual wellbeing and personal development
- Debates
- Practical activities

UNIT 2

WHAT IS STUDIED?

- Understanding community
- Planning and organisation skills in a community setting
- Valuing civic responsibility
- Managing stress
- Goal setting for project management
- Awareness of social diversities
- Managing complex projects

WHAT TYPE OF WORK IS DONE?

- Participation in a Community Service Placement (voluntary work)
- Oral presentations
- Assignments and Projects based around community service activities
- Self assessments
- Debates
- Role plays
- Practical activities
### WHY STUDY THESE SUBJECTS?

VCAL Literacy and Oral Communication Units are designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community.

The Literacy Skills units are premised on the understanding that the application of literacy and oracy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to literacy and oracy development.

VCAL Literacy is based on student centred experiential learning, is reliant to a large extent on self directed learning and competence is based on the evidence of meeting learning outcomes.

### WHAT IS STUDIED?

#### LITERACY SKILL UNIT – READING AND WRITING

- **Literacy for self expression**
  - Focuses on aspects of personal and family life, and the cultures which shape these

- **Literacy for practical purposes**
  - Focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations

- **Literacy for knowledge**
  - Focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training

- **Literacy for public debate**
  - Focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

#### LITERACY SKILL UNIT – ORAL COMMUNICATION

The units identify four primary purposes for oral communication which reflect the literacy domains and encompass a range of contexts for spoken interaction. These are:

- Self expression
- Knowledge
- Practical purposes
- Exploring issues and problem solving

The learning outcomes for the Oral Communication unit are based on typical spoken interactions used to fulfil these broad social purposes.

### WHAT TYPE OF WORK IS DONE?

#### WHAT IS STUDIED?

- Group and class discussion
- Debate
- Oral presentation
- Short story studies
- Comprehension exercises
- Writing letters
- Filling in forms
- Project work
- Applied tasks
- Computer based activities
- Text awareness activities
- Spelling / vocabulary activities
- Integrated assessment tasks
- Self directed learning

#### WHAT TYPE OF WORK IS DONE?

- Short talks, small group discussions, role-play of situations, sharing anecdotes in pairs and giving an account of an experience
- Reports, talks, informative interviews, speeches, lectures, presentations and news broadcasts
- Giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews.
- Participation in public meetings, discussions, debates and meetings

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will study this course at Foundation, Intermediate or Senior level and may progress from one level to the next based on meeting the required outcomes.
**VCAL NUMERACY SKILLS UNIT**

**WHY STUDY THIS SUBJECT?**

VCAL Numeracy units are designed to develop knowledge, skills and understanding in the social contexts of family, employment, further learning and community.

The Numeracy Skills units are premised on the understanding that the application of numeracy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to numeracy development.

VCAL Numeracy is based on student centred experiential learning, is reliant to a large extent on self directed learning and competence is based on the evidence of meeting learning outcomes.

<table>
<thead>
<tr>
<th>WHAT IS STUDIED?</th>
<th>WHAT TYPE OF WORK IS DONE?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy for Personal Organisation</strong></td>
<td>• Self directed learning</td>
</tr>
<tr>
<td>• Focuses on the numeracy requirements for personal organisational matters involving money, time and travel.</td>
<td>• Integrated assessment tasks</td>
</tr>
<tr>
<td></td>
<td>• Computer based activities</td>
</tr>
<tr>
<td></td>
<td>• Small group and whole group activities</td>
</tr>
<tr>
<td></td>
<td>• Out-of-class activities or investigations</td>
</tr>
<tr>
<td><strong>Numeracy for Interpreting Society</strong></td>
<td>• Investigations and experiments to collect data for a statistical analysis</td>
</tr>
<tr>
<td>• Relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.</td>
<td>• A variety of classroom based activities</td>
</tr>
<tr>
<td><strong>Numeracy for Practical Purposes</strong></td>
<td>• Investigations</td>
</tr>
<tr>
<td>• Addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.</td>
<td>• Problem solving</td>
</tr>
<tr>
<td><strong>Numeracy for Knowledge</strong></td>
<td>• Use of the internet to find out about mathematics topics or to find data to analyse</td>
</tr>
<tr>
<td>• Is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.</td>
<td>• Using maths in the community</td>
</tr>
<tr>
<td></td>
<td>• Projects - Maths-based</td>
</tr>
<tr>
<td></td>
<td>• Use of MathsSpace computer program.</td>
</tr>
</tbody>
</table>

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

Students will study this course at Foundation, Intermediate or Senior level and may progress from one level to the next based on meeting the required outcomes.
VET CERTIFICATE
STUDIES
## WHY STUDY THIS SUBJECT?
By studying this subject students develop knowledge and skills to understand the many different automotive principles introduced. This area of study aims to provide students with an understanding of the different automotive fields where a student can gain employment. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Students undertaking this course are provided with appropriate personal protective equipment for practical classes.

### UNITS: 1 - 4

### WHAT IS STUDIED?
Units of competency:
- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain workplace tools and equipment
- Batteries: Remove, inspect, test and service, recharge and refit
- Remove and replace wheel and tyre assembly
- Remove and replace engine cylinder heads
- Set up and use welding equipment
- Construct and test basic electronic circuits
- Remove and replace brake assemblies
- Disassemble & Assemble an engine - four stroke, single cylinder petrol engines
- Carry out basic vehicle servicing operations

### WHAT TYPE OF WORK IS DONE?

- Follow safe working practices
- Practical work involved in removal and replacement of components
- Using components to describe operation and determine serviceability
- Dismantle and assemble common components of a motor vehicle
- Practical work involved in the removal, dismantling and inspection of vehicle sub systems
- Dismantle and assemble common components of a motor vehicle
- Set up and use welding equipment

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Gaining employment in the automotive and any of the associated service industries. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to undertake service and repair engines. Certificate II in Automotive is a nationally recognised qualification that articulates into Certificate III level at TAFE and an automotive apprenticeship.
CERTIFICATE II IN BUILDING AND CONSTRUCTION PRE-APPRENTICESHIP

WHY STUDY THIS SUBJECT?
You will gain skills in the carpentry field of building and construction such as the safe use of hand and portable power tools, setting out, levelling, sub floor framing, wall and roof framing, scaffolding, hanging doors, claddings, linings, and fixing. You will also develop knowledge of industry communication skills, material calculations, reading plans and Occupational Health and Safety issues. This course is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building construction industry and equip students with the ability to work safely in the industry.

Students are required to wear personal protective equipment provided by the College.

<table>
<thead>
<tr>
<th>UNITs 1 – 4</th>
<th>WHAT TYPE OF WORK IS DONE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS STUDIED?</td>
<td>OH&amp;S</td>
</tr>
<tr>
<td>• Workplace safety and industry induction (CIC)</td>
<td>• Observations</td>
</tr>
<tr>
<td>• Work safely in the construction industry</td>
<td>• Practical use of tools and equipment</td>
</tr>
<tr>
<td>• Workplace procedures for environmental sustainability</td>
<td>• Use of advanced joints</td>
</tr>
<tr>
<td>• Basic first aid</td>
<td>• Construction of products</td>
</tr>
<tr>
<td>• Levelling</td>
<td>• Completion of a timber product</td>
</tr>
<tr>
<td>• Safe handling and use of plant and power tools</td>
<td>• Investigate different joining methods</td>
</tr>
<tr>
<td>• Workplace documents and plans</td>
<td>• Investigate hand tools</td>
</tr>
<tr>
<td>• Building structures</td>
<td></td>
</tr>
<tr>
<td>• Calculations for the building industry</td>
<td></td>
</tr>
<tr>
<td>• Quality principles for the building industry</td>
<td></td>
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<tr>
<td>• Introduction to scaffolding</td>
<td></td>
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<tr>
<td>• Carpentry hand tools</td>
<td></td>
</tr>
<tr>
<td>• Basic setting out</td>
<td></td>
</tr>
<tr>
<td>• Wall framing</td>
<td></td>
</tr>
<tr>
<td>• Roof framing</td>
<td></td>
</tr>
<tr>
<td>• External cladding</td>
<td></td>
</tr>
<tr>
<td>• Installation of window and door frames</td>
<td></td>
</tr>
</tbody>
</table>

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
This course may lead on to an apprenticeship in carpentry and when qualified, further employment opportunities as a registered building practitioner, building inspector, leading hand, sub-foreman, foreman and project manager.

On successful completion of the course you will be awarded a Statement of Attainment in Certificate II in Building and Construction - Carpentry. As part of the Australian Qualifications Framework this program is nationally recognised.
## WHY STUDY THIS SUBJECT?

This subject meets the goals of a diverse range of students:

- Students who are aiming to go onto a university course, in a field where office management skills will be required e.g. Accounting, Sports Management, Tourism, Hospitality, Personnel, Police, Hospitality.
- Students who seek to enhance their employment prospects within the administrative workforce.
- Students who enjoy a practically orientated subject.
- Students who have little idea what they want to do - and are keeping their options open!

## UNIT 1

### WHAT IS STUDIED?

- Work in a team and organise your own personal work schedule
- Office organisation - scheduling, dealing with the public, arranging conferences, meetings
- Participate in workplace safety procedures

### WHAT TYPE OF WORK IS DONE?

- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

## UNIT 2

### WHAT IS STUDIED?

- Operation of Office Equipment including: digital cameras, scanners, photocopiers, facsimiles, answering machines, shredders and telephone switchboard
- Computer Tasks – produce word processing / database / spreadsheet and PowerPoint documents of business quality
- Records Handling and Processing – Electronic and manual
- Compose various business documents e.g. letters, posters, memos, reports

### WHAT TYPE OF WORK IS DONE?

- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies
- Work placement
# UNIT 3
## WHAT IS STUDIED?
- Prepare and process financial/business documents including; banking documents, invoices, petty cash, purchase orders
- Create and use electronic databases
- Produce business documents using a range of software applications; PowerPoint, Excel, Word, Access and Quickbooks

## WHAT TYPE OF WORK IS DONE?
- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

## UNIT 4
## WHAT IS STUDIED?
- Organise personal work priorities to ensure set tasks are completed in set timelines
- Organise workplace information – use business technology, record processing and maintenance, research information, interview skills
- Promote innovation in a team environment

## WHAT TYPE OF WORK IS DONE?
- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies
- End of year external examination

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Certificate II in Business contributes to your VCE ATAR score and provides a practical basis for many university courses in the administration/management area.

If all four Units are completed a two year TAFE Certificate is awarded for Certificate II in Business.

Further study can be undertaken at TAFE to the level of Advanced Diploma of Business. Students wishing to enter the workforce at the end of Year 12 will have a tertiary qualification to enhance their employment opportunities.
# CERTIFICATE II IN HORTICULTURE

## WHY STUDY THIS SUBJECT?
By studying this subject students develop knowledge and skills to understand the many different activities involved in Horticulture. This area of study aims to provide students with hands-on experience in many aspects of local and commercial Horticulture. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

As part of the course requirements it is necessary that students wear personal protective equipment provided by the College.

## UNIT 1
### WHAT IS STUDIED?
The units selected for study from the Horticultural Training Package may vary due to seasonal variations or opportunities that develop. Units selected may include the following:
- Occupational and health procedures
- Environmental work practices
- Effective work in the industry
- Workplace communication
- Application of chemicals under supervision
- Plant recognition

## WHAT TYPE OF WORK IS DONE?
- Students become involved in practical activities around the College grounds. Different garden areas will be maintained and established
- Students are given the opportunity to undertake different propagation and maintenance activities
- Students learn to use tools and equipment in accordance with occupational health and safety procedures
- Safe at Work Test
- Oral Test
- Workcover Virtual Tests
- Student Journal
- Research Assignment

## UNIT 2
### WHAT IS STUDIED?
- Site quarantine procedures
- Planting of trees and shrubs
- Weed treatments
- Construction of low-profile timber or modular retaining walls
- Landscape construction work
- Pruning techniques

### WHAT TYPE OF WORK IS DONE?
- Different skills learnt will be put into practice in various projects undertaken around the College grounds
- Student Journal
- Research Assignment
- Site Map
## UNIT 3

### WHAT IS STUDIED?
- Observe and report on weather
- Carry out natural area restoration works
- Determine basic properties of soil / growing media
- Lay drainage pipes

### WHAT TYPE OF WORK IS DONE?
- The students carry out different practical activities in a variety of locations at the College and locally
- Research Assignment – Climate Conditions
- Research Assignment – Soil Properties and Types
- Student Journal

## UNIT 4

### WHAT IS STUDIED?
- Maintain properties and structures
- Tend nursery plants

### WHAT TYPE OF WORK IS DONE?
- Students plan, develop and implement a maintenance program for structures and plants
- Student Journal
- Written Assignment

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?
This subject will prepare the students to work in the Horticulture industry or in any of the service industries associated with Horticulture. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to establish and maintain gardens and or develop horticultural enterprises.
If all four units are completed a TAFE Certificate is awarded for Certificate II in Horticulture. Further study can be undertaken at TAFE to the level of Advanced Diploma of Horticulture.
**CERTIFICATE II IN HOSPITALITY**

**WHY STUDY THIS SUBJECT?**

Hospitality provides a double certificate for students, i.e. Certificate II in Hospitality, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Hospitality requires teamwork and develops interpersonal skills, particularly customer relations.

Students are also required to purchase a hospitality uniform at a cost of approximately $79.00

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**UNITS 1 and 2**

**WHAT IS STUDIED?**

Units 1 and 2 operate as a year long course

- Process financial transactions
- Organise and prepare food
- Present food
- Clean and tidy bar areas
- Serve food and beverage to customers
- Develop and update hospitality industry knowledge
- Apply hospitality skills in the workplace
- Work with colleagues and customers
- Work in a socially diverse environment
- Receive and store stock
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Use basic methods of cookery

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**WHAT TYPE OF WORK IS DONE?**

- Written tests
- Observations
- Case studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
### UNIT 3

**WHAT IS STUDIED?**

Units 3 and 4 operate as a year-long course

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruits, eggs and farinaceous dishes
- Select, prepare and cook poultry
- Prepare hot and cold desserts

**WHAT TYPE OF WORK IS DONE?**

- Written tests
- Observations
- Case studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Excursions
- End of year external examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.
## WHY STUDY THIS SUBJECT?
By studying this subject students develop knowledge and skills to become a proficient and successful musician within the Music industry. This area of study aims to provide students with an understanding of the different fields where a student can gain employment within the Music industry. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Approximate cost for this course is $350.00 per year
This subject would be studied over year 10 and 11.

### UNIT 1
**WHAT IS STUDIED?**
- Implement Copyright arrangements
- Follow Occupational Health and Safety procedures
- Play Music from simple notation
- Prepare for performances
- Develop ensemble skills for playing or singing Music

**WHAT TYPE OF WORK IS DONE?**
- Assignment work relating to actual workplace practices done in class time
- Identifying Copyright regulations, demonstrating understanding of legal obligations
- OHS procedures and regulations: working safely, implementing workplace safety requirements, participating in OHS consultative processes and following safety procedures
- Perform music from at various selected music scores
- Develop a repertoire of music for their own performance
- Development of technical and artistic skills associated with the specific instrument
- Working in a collaborative ensemble environment

### UNIT 2
**WHAT IS STUDIED?**
- Work effectively in the Music industry
- Make a Music demo
- Assist with sound recordings

**WHAT TYPE OF WORK IS DONE?**
- Creating awareness of creative arts industry productions and events and attend at least one of these
- Students are encouraged to participate in work experience in the creative arts industry
- Assisting with setting up recording equipment, doing sound checks, monitoring the quality of recorded sound
- Plan a demo recording for a live venue, record two songs for the first recording (a cover and an original)
CERTIFICATE III IN MUSIC FOR VCE

UNITS 3 and 4
WHAT IS STUDIED?
• Develop technical skills in performance
• Develop improvisational skills
• Apply knowledge of genre to music-making
• Develop and maintain stagecraft skills
• Perform Music as a soloist or part of a group

WHAT TYPE OF WORK IS DONE?
• Undertake selection of suitable audition material, rehearsal time to develop technical skills and a simulated audition
• Demonstrate elements of improvisation in performance
• Undertake a research activity and listening journal of a number of artists and/or compositions, then applying to their own performances
• Apply an appropriate range of stagecraft skills that lead audiences to an enjoyable and entertaining experience
• develop a repertoire in their chosen genre and perform to an audience on 3 occasions

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Gaining employment in the Music and any of the associated arts industries. If employment is not the aim, the student will gain valuable knowledge and skills of approaching stressful situations, developing self-discipline and critical thinking.
## WHY STUDY THIS SUBJECT?
This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

## UNITS 1 & 2
### WHAT IS STUDIED?
- Develop and extend critical and creative thinking skills
- Provide first aid
- Organise Personal work priorities and development
- Use social media tools for collaboration and management
- Provide Customer service
- Respond to emergency situations
- Follow work health and safety policies.

### WHAT TYPE OF WORK IS DONE?
- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.
## UNITS 3 & 4

### WHAT IS STUDIED?
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Conduct basic warm-up and cool-down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities.

### WHAT TYPE OF WORK IS DONE?
- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Knowing the sources of new information on the sport and recreation industry; accessing professional development opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures.
- Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.
- Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices.
- Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement.

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Gaining employment in the sport & recreation and any of the associated service industries. If you are enthusiastic about physical fitness and sport, this course is for you. Study the Certificate III in Sport and Recreation and build a solid background in the industry, ideal if you are considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.
VCE STUDIES
## WHY STUDY THIS SUBJECT?

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

### UNIT 1: ROLE OF ACCOUNTING IN SMALL BUSINESS:

**WHAT IS STUDIED?**

- Area of Study 1: The role of accounting
- Area of Study 2: Recording financial data and reporting accounting information for a service business

**WHAT TYPE OF WORK IS DONE?**

- Folio of exercises
- Structured questions
- Case study including use of ICT
- Classroom presentation including use of ICT
- End of Semester Examination

### UNIT 2: ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS

**WHAT IS STUDIED?**

- Area of Study 1: Accounting for inventory
- Area of Study 2: Accounting for and managing accounts receivable and accounts payable
- Area of Study 3: Accounting for and managing non-current assets

**WHAT TYPE OF WORK IS DONE?**

- Folio of exercises
- Structured questions
- Assignment including use of ICT
- Case study including use of ICT
- End of Semester Examination
**UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS**

**WHAT IS STUDIED?**
- Area of Study 1: Recording and analysing financial data
- Area of Study 2: Preparing and interpreting accounting reports

**WHAT TYPE OF WORK IS DONE?**
- Structured questions (manual and ICT-based)
- Folio of exercises (manual and ICT-based)
- Case study (manual and ICT-based)

**UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING**

**WHAT IS STUDIED?**
- Area of Study 1: Extension of recording and reporting
- Area of Study 2: Budgeting and decision-making

**WHAT TYPE OF WORK IS DONE?**
- Structured questions (manual and ICT-based)
- Folio of exercises (manual and ICT-based)
- Report (written, oral or ICT-based)
- End of Year Examination

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.
AGRICULTURAL AND HORTICULTURAL STUDIES

WHY STUDY THIS SUBJECT?
Through studying Agriculture and Horticulture students develop an understanding of the processes behind our food and fibre production. Current practices and developing management practices are investigated. The students investigate the soil as a resource and methods to enhance the soil.

Students study Agriculture and Horticulture because:
- They are interested in farming or horticulture as a career
- They enjoy practical and field work combined with a theoretical base
- They may wish to continue their study in a related field (environmental studies, agronomy)

UNIT 3 – TECHNOLOGY, INNOVATION AND BUSINESS PRACTICES

WHAT IS STUDIED?
- Current management techniques used in agriculture and horticulture
- Investigation of new and emerging management techniques
- Development of a small agricultural or horticultural business

WHAT TYPE OF WORK IS DONE?
Theoretical and practical components are combined to assist in the understanding of the key concepts.

These activities may include:
- Field trip
- Practical work
- Research and oral presentation
- Open book assessments
- Draft business plan

UNIT 4 – SUSTAINABLE MANAGEMENT

WHAT IS STUDIED?
- Sustainable farming practices and the potential impacts of climate change
- Sustainable resource management including economic, social and environmental management
- Implementation and analysis of a small business plan

WHAT TYPE OF WORK IS DONE?
Theoretical and practical components are combined to assist in the understanding of the key concepts.

These activities may include:
- Field trip
- Practical work
- Research and oral presentation
- Open book assessments
- Completion of business plan
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Studying Agriculture and Horticulture leads to a deepened appreciation of the source of our food, fibre and the environment. It assists in deepening our understanding of the impact of Agriculture and Horticulture on the environment and ways to reduce this impact.

Students who go on to work or study in related fields find the understanding a great benefit to them.
A Catholic School in the Mercy Tradition

Leading Contemporary Learning

Nurturing Exemplary Leadership

Forging Relationships for Success

A Vibrant Learning Community Where Students Thrive
# AUSTRALIAN AND GLOBAL POLITICS

## WHY STUDY THIS SUBJECT?

Do you want to know what is REALLY going on in Australia and the wider world? Do you have an interest in the workings of government, or some questions about our environment, global injustices, influential leaders, and the civic nature of our society or turbulent domestic and international conflicts around the globe? Possibly you’re wondering about the true nature of political systems, or how pressing problems may be overcome. These are all issues that contemporary and future generations will have to grapple with, as politics affects ALL our lives.

The study of politics develops students’ skills, through which they can analyse and interpret their own society. It gives them knowledge and understanding with which they can more effectively observe, judge and participate in the decision making processes of our public life. It enhances students’ skills in reading, writing, analysis, persuasion and participation in society as effective citizens.

## UNIT 1: IDEAS, ACTORS AND POWER

### WHAT IS STUDIED?

- What is politics?
- What is meant by power and how can it be exercised?
- How is power distributed in the Australian political system?
- How do non-democratic systems distribute power?
- What ideas shape political systems?
- What roles do political parties play in the Australian political system?
- How influential are political parties, interest groups and the media in shaping the Australian political agenda?
- How do parties, interest groups and the media facilitate political participation?

### WHAT TYPE OF WORK IS DONE?

Tasks are chosen by the teacher from:

- An oral presentation such as a podcast or video
- A wiki or blog
- A social media campaign
- A PowerPoint or interactive presentation
- A research report
- A case study
- An essay
- Short-answer questions
- Extended-response questions
- Analysis of current affairs programs and newspapers

## UNIT 2: GLOBAL CONNECTIONS

### WHAT IS STUDIED?

- How are citizens of the 21st century linked – politically, socially and economically?
- How have people’s lives been affected by globalisation?
- Do citizens and states have global responsibilities?
- Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community?
- How does the global community work in the 21st century and what are its responsibilities?
- How effective is the global community in managing cooperation and conflict?
- What challenges do key global actors face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

### WHAT TYPE OF WORK IS DONE?

Tasks are chosen by the teacher from:

- An oral presentation such as a podcast or video
- A wiki or blog
- A social media campaign
- A PowerPoint or interactive presentation
- A research report
- A case study
- An essay
- Short-answer questions
- Extended-response questions
- Analysis of current affairs programs and newspapers
### UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY

**WHAT IS STUDIED?**
- Who are the key actors in contemporary global politics?
- Why has there been a proliferation of non-state actors?
- What is the source of their power and influence?
- What limits these global actors’ capacity to achieve their ambitions?
- Why do different ideas about the national interest exist?
- How do nation states in the Asia – Pacific exercise power?
- What are the various forms of power and how effective are they in allowing nation states to achieve their ambitions?

**WHAT TYPE OF WORK IS DONE?**
Tasks are chosen by the teacher from:
- A case study
- An essay
- Short answer questions
- An extended response
- Reading newspapers
- Watching news/current affairs programs
- Learning key terms

### UNIT 4: AUSTRALIAN PUBLIC POLICY

**WHAT IS STUDIED?**
- The debate centred on the ethical issues of what constitutes global citizenship
- How international conflicts are resolved
- Causes of global crises
- The effectiveness or otherwise, of terrorists achieving their aims
- The increased interconnectedness and complexity of the world economy with its commensurate difficulties in ensuring careful governance

**Assessment:**
- Students must undertake two SACs per Unit, totalling 4. This makes up half the score marks. External examination of two hours constitutes half the score mark.

**WHAT TYPE OF WORK IS DONE?**
- Case Study
- Research report
- Structured questions
- An extended response
- Interpreting media articles
- Reading newspapers
- Watching news and programs on television
- Learning key terms

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
It is useful in terms of preparation for a career in the public service, international relations, international aid and humanitarian organisations, media, journalism, law and the arts.

Global Politics complements studies in History, Geography, Legal Studies and Business Management.

Global Politics is also the basis for being an informed adult citizen in our Australian Society.
## WHY STUDY THIS SUBJECT?

Through studying Biology students develop an understanding of the natural world. Living organisms are investigated together with the interactions they have with each other and the natural environments. Biology also includes learning more about the life processes within cells and in multicellular organisms. Students study Biology because:

- they are fascinated by the amazing world of living things and want to discover more about it
- they enjoy combining practical work and field work with theoretical knowledge
- it is a requirement for their further study choices

## UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

**Area of Study 1**

**How do organisms function?**

- Cell size, structure and function
- Crossing the plasma membrane
- Energy transformations
- Functioning systems

**Area of Study 2**

**How do living systems sustain life?**

- Survival through adaptations and regulation
- Organising biodiversity
- Relationships between organisms within an ecosystem

**Area of Study 3**

**Practical Investigation:**

Students design and undertake an investigation related to the survival of an organism or species

### WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Practical work including a field trip report
- Research presentation on a theoretical aspect of the unit
- Analytical and assessment tasks
- End of semester examination
- Online Tasks

## UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

**Area of Study 1**

**How does reproduction maintain the continuity of life?**

- The cell cycle
- Asexual reproduction
- Sexual reproduction
- Cell growth and differentiation

**Area of Study 2**

**How is inheritance explained?**

- Genomes, genes and alleles
- Chromosomes
- Genotypes and phenotypes
- Pedigree charts, genetic cross outcomes and genetic decision-making.

**Area of Study 3**

**Investigation of an issue:**

Students investigate and communicate a response related to an issue in genetics and/or reproductive science.

### WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination
- Online Tasks
### UNIT 3: HOW DO CELLS MAINTAIN LIFE?

#### Area of Study 1 - How do cellular processes work?
- Plasma membranes - the fluid mosaic model
- Nucleic acids and proteins
- Gene structure and regulation
- Structure and regulation of biochemical pathways
- Photosynthesis and cellular respiration

#### Area of Study 2 - How do cells communicate?
- Cellular signals
- Responding to antigens self and non-self
- Components of the immune system
- Immunity natural and artificial, active and passive

### WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:
- Practical investigations
- Written practical reports
- Summarising notes
- Presentations
- Online Tasks

### UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

#### Area of Study 1 - How are species related?
- Changes in the genetic makeup of a population
- Changes in biodiversity over time
- Determining relatedness between species
- Human change over time

#### Area of Study 2 - How do humans impact on biological process?
- DNA manipulation
- Gel electrophoresis and polymerase chain reactions
- Recombinant plasmids
- Biological knowledge and society
- Genetically modified versus transgenic organisms
- New diseases - emergence and strategies
- Rational drug design

#### Area of Study 3 - Practical Investigation
- Student-designed or adapted investigation within or across Unit 3 and 4

### WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:
- Practical activities
- Written reports
- Online tasks
- An excursion
- Response to a current issue
- End of year 2½ hour external examination
- A structured scientific poster according to the VCAA template

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Studying Biology leads to a deepened appreciation of life and a good understanding of the processes that sustain life. It assists in understanding our own bodies, our well-being and life around us, and as such is of benefit throughout our lives.

Students who go on to work or study in related fields find this understanding a great benefit to them. Many tertiary courses also require Biology or another Science as a prerequisite, while for others it is recommended.

Studying Biology can lead to careers in the following fields: Agricultural Science, Biological Science, Biotechnology, Environmental Science, Forensic Science, Laboratory Technician, Medical Science, Medicine, Microbiology, Nanotechnology, Research Science and Teaching.
## WHY STUDY THIS SUBJECT?

Business Management examines the ways in which people at various levels manage or contribute to the planning, operation and evaluation of a business. Studying Business Management will enable students to develop transferable skills such as planning, collaboration with team members and deep problem solving skills. Students who study Business Management will be engage in a variety of practical tasks as well as theoretical components to prepare students to engage in the corporate business society.

### UNIT 1: PLANNING A BUSINESS

**WHAT IS STUDIED?**

- How business ideas are created
- Conditions that contribute to the success of business ideas
- Internal and External environments that affect business’ performance
- Analysis of Australian and International businesses in today’s society

**WHAT TYPE OF WORK IS DONE?**

- Practical exercises
- Case studies and analysis of businesses
- Business planning
- Written report
- End of Semester Examination

### UNIT 2: ESTABLISHING A BUSINESS

**WHAT IS STUDIED?**

- Legal requirements involved in setting up a business. Including financial record keeping
- Planning and establishing appropriate financial needs for the business
- Marketing the business
- The importance of Staffing in a business

**WHAT TYPE OF WORK IS DONE?**

- Practical exercises
- Case studies and analysis of businesses
- Operating a Market Day
- Written report
- Creating an advertising campaign for a small business
- End of Semester Examination
<table>
<thead>
<tr>
<th>UNIT 3: MANAGING A BUSINESS</th>
<th>UNIT 4: TRANSFORMING A BUSINESS</th>
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<tbody>
<tr>
<td><strong>WHAT IS STUDIED?</strong></td>
<td><strong>WHAT IS STUDIED?</strong></td>
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<tr>
<td>• Key characteristics of businesses and their stakeholders</td>
<td>• Reviewing business performance and the need for change</td>
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<td>• Potential conflicts between businesses and stakeholders</td>
<td>• The use of data in evaluating and implementing change</td>
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<td>• Management styles and skills</td>
<td>• The role of leadership in change management</td>
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<td>• Motivation and training in managing employees</td>
<td>• The use of change management models in implementing change in business</td>
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<td>• Operations management – transforming inputs into outputs</td>
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<td>• Global considerations in operations management</td>
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<tr>
<td><strong>WHAT TYPE OF WORK IS DONE?</strong></td>
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<tr>
<td>• Case studies</td>
<td>• Contemporary business case study to evaluate change management practice against theory</td>
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<td>• Structured questions</td>
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<td>• Essays</td>
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<td>• Reports</td>
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<tr>
<td>• Media analysis</td>
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**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

- Further studies in business, human resource management, commerce, operations/manufacturing management, supply chain management and related fields at a university or TAFE
- Develops an awareness and understanding of how businesses function and are managed, a valuable insight in almost all fields of employment
CHEMISTRY

WHY STUDY THIS SUBJECT?
Chemistry is a key science in investigating and explaining the workings of our universe through understanding the properties and the interactions of substances that make up matter. Students will have the opportunity to:

Investigate and inquire scientifically
- Plan, design and conduct investigations
- Analyse data
- Evaluate procedures and reliability of data

Apply chemical understandings
- Make connections between concepts and apply understandings to familiar and new contexts
- Analyse issues and implications of new technologies

Communicate chemical information and understandings

UNIT 1: How can the diversity of materials be explained?

WHAT IS STUDIED?

Area of Study 1
How can knowledge of elements explain the properties of matter?
- The atomic nature of matter
- Electron arrangements and the periodic table
- Metals and Ionic bonding
- Quantifying atoms and compounds

Area of Study 2
How can the versatility of non-metals be explained?
- Materials from molecules
- Intermolecular forces
- Carbon lattices and carbon nanomaterials
- Organic compounds and polymers

Investigation:
Students communicate findings from a self-selected research investigation into materials.

WHAT TYPE OF WORK IS DONE?

- Practical activities
- Practical reports
- Library / internet research
- Extended experimental investigation
- Analysis of data
- Presenting chemical information using written, oral, visual or multimedia formats
- Tests
- End of semester examination

UNIT 2: What makes water such a unique chemical?

WHAT IS STUDIED?

Area of Study 1
How do substances interact with water?
- Properties of water
- Water as a universal solvent and Aqueous Solutions
- Acid-base (proton-transfer) reactions in water
- Redox (electron transfer) reactions in water

Area of Study 2
How are substances in water measured and analysed?
- Water sample analysis
- Analysis for salts and organic compounds in water
- Volumetric Analysis

Practical Investigation:
Students design and undertake a practical investigation related to water quality

WHAT TYPE OF WORK IS DONE?

- Practical activities
- Practical reports
- Library / internet research
- Extended experimental investigation
- Analysis of data
- Presenting chemical information using written, oral, visual or multimedia formats
- Tests
- End of semester examination
#### UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

**WHAT IS STUDIED?**

**Area of Study 1**
What are the options for energy production?
- obtaining energy from fuels
- fuel choices
- galvanic cells as a source of energy
- fuel cells as a source of energy

**Area of Study 2**
How can the yield of a chemical product be optimised?
- rate of chemical reactions
- extent of chemical reactions
- production of chemicals by electrolysis
- rechargeable batteries

**WHAT TYPE OF WORK IS DONE?**
- Rates of reactions experiment
- Equilibrium experiments
- Library / internet research
- Presenting chemical information using written, oral, visual or multimedia formats
- Tests
- Practical activities and reports
- Analysis and interpretation of data
- Calculations

#### UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

**WHAT IS STUDIED?**

**Area of Study 1**
How can diversity of carbon compounds be explained and categorised?
- structure and nomenclature of organic compounds
- categories, properties and reactions of organic compounds
- analysis of organic compounds

**Area of Study 2**
What is the chemistry of food?
- key food molecules
- metabolism of food in the human body
- energy content of food

**Area of Study 3**
Practical Investigation
- Student designed practical investigation
- Results summarised in a scientific poster

**WHAT TYPE OF WORK IS DONE?**
- Analysis and interpretation of data
- Modelling organic chemicals
- Calorimetry experiments
- Calculations
- Library / internet research
- Practical reports
- Presenting chemical information using written, oral, visual or multimedia formats
- Tests
- End of year external examination

#### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Careers and tertiary courses in the following areas: Agricultural Science, Applied Chemistry, Biological Science, Biotechnology, Dental Science, Engineering, Environmental Science, Forensic Science, Industrial Chemistry, Laboratory Technician, Materials Science, Medical Science, Medicine, Microbiology, Nanotechnology, Nursing, Pharmacy, Research Science, Teaching, Waste Management / Pollution Control and Wine Making.
WHY STUDY THIS SUBJECT?
Computing is the study of processed data to produce meaningful information solution. We explore information systems that consist of software, hardware, people, data and processes to solve real life problems. The study of Computing involves using a variety of information manipulation software and research skills to create informative solutions for the intended audience.

Students study Computing because they:
- Enjoy working with computer hardware and software
- Enjoy the application of correct software and research skills to produce informative solutions
- Enjoy problem solving
- Are interested in a career in Information Communication Technology
- Enjoy working in a collaborative environment

UNIT 1 – COMPUTING
WHAT IS STUDIED?
- **Data and Graphic Solution**: conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create an infographic that represents their findings.
- **Networks**: investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network.
- **Collaboration and Communication**: examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Working collaboratively students use web authoring software to create a website, designed for viewing on a mobile device.

UNIT 2 – COMPUTING
WHAT IS STUDIED?
- **Programming**: Student will learn and study Python Programming concepts to create a portfolio of digital solutions to satisfy a client’s needs.
- **Data Analysis and Visualisation**: Student will investigate a variety of secondary sources. Using the sources, students will extract raw data, manipulate the data to produce a visual representation of the data.
- **Data Management**: Using a database management software, students are introduced to the structure of databases and their applicability in a range of settings.

WHAT ARE THE LEARNING ACTIVITIES?
- Research assignment
- Practical use of software to produce information solutions.
- Tests
- Reports
- End of Semester Examination

SOFTWARE USED
- Web Authoring – WIX
- Microsoft Access & Excel
- Python Programming
- Visual Thinking Tools (Inspiration)
Other online tools relevant to students’ needs.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Studying VCE Computing will lead students to Year 12 Informatics. There will be greater emphasis on data manipulations and information management. Students will continue to learn and develop essentials skills that are required in today’s technological world.
## UNIT 3 – INFORMATICS

### WHAT IS STUDIED?

**Organisations and data management:** data acquisition techniques, characteristics of data types, physical and software security, RDBMS, naming conventions, design tools, design principals, RDBMS functions and techniques, solution testing methods and techniques, reasons organisations use online facilities to acquire data and user flow diagrams.

**Data analytics - drawing conclusions:** primary and secondary data sources, quantitative and qualitative data, data types and structures, referencing, data integrity checking, techniques for coding qualitative data to facilitate manipulation, legal requirements, hypothesis forming, solution specification, project management concepts and processes, file naming conventions, digital systems roles functions and security.

### WHAT TYPE OF WORK IS DONE?

- Theory to explain concepts
- Practical work on the computer using application software to solve information problems
- Assignments
- Tests
- Documentation of solutions
- Reports
- End of Semester Examination

### SOFTWARE USED

**In Depth Use**
- Database – Microsoft Access

**Aspects of**
- Drawing/Graphics - Photoshop
- Spreadsheet - Microsoft Excel

## UNIT 4 – INFORMATICS

### WHAT IS STUDIED?

**Data analytics - presenting the findings:** characteristics of information, techniques for generating design ideas, evaluation criteria, characteristics of online multimodal solutions, formats and conventions, design principles, design tools, testing techniques.

**Information management:** importance of data and information to organisations, information management strategies, key legislation, ethical dilemmas, disaster recovery, consequences of security violations, role of people, cloud computing and network advantages and disadvantages.

### WHAT TYPE OF WORK IS DONE?

- Theory to explain concepts
- Practical work on the computer using application software to solve information problems
- Assignments
- Tests
- Documentation of solutions
- Reports
- End of year external examination

### SOFTWARE USED

**In Depth Use**
- Web Authoring – Dreamweaver

**Aspects of**
- Drawing/Graphics - Photoshop
- Spreadsheet - Microsoft Excel

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Information Technology skills are highly valued in the work force. Studying Informatics can lead to further studies in Information Technology, Information Systems or Computer Science at a university or TAFE level.
## WHY STUDY THIS SUBJECT?

Drama offers opportunities for:
- Creative expression
- Development of group and independent working skills
- Building confidence to perform in a public forum
- Challenges for personal development
- Refinement of thinking and analytical skills

Drama is an art form, which promotes decision-making and imaginative responses to a range of ideas and stimuli.

## UNIT 1: DRAMATIC STORYTELLING

### WHAT IS STUDIED?
- How to create and present solo and ensemble devised performances.
- How to research and present personal, cultural and/or community experiences.
- How to record and document play making techniques in the development of performance work.

### WHAT TYPE OF WORK IS DONE?
- Use naturalistic and non-naturalistic styles to create and sustain character/s
- Workshop historical, contemporary and non-western cultural styles and dramatic conventions.
- Explore how dramatic elements and expressive skills enhance performance work.
- Practical workshops in play-making techniques.
- Research subject matter, record and document the production process.
- Reflect on, analyse and evaluate your own and group performance work.
- View, discuss and present analytical responses to amateur or professional theatre.

## UNIT 2: CREATING AUSTRALIAN DRAMA

### WHAT IS STUDIED?
- How to use, create and present solo and/or ensemble devised performances from Australian source stimulus.
- How dramatic works can interpret and reflect cultural attitudes and perspectives.
- How to document the developmental process.
- How to use naturalistic and non-naturalistic styles and conventions.
- How to develop an actor audience relationship.
- How to develop the expressive skills of voice, body face and gesture.

### WHAT TYPE OF WORK IS DONE?
- Workshop styles and conventions.
- Interpreting Australian stimuli (stories, art, icons) to develop a basis for performance work.
- Learn and use the language of drama.
- Explore how stagecraft elements enhance performance work.
- Research subject matter and document production process.
- Evaluate your own and group performance work.
- Discussion of and analytical response to professional theatre performance of an Australian play/or a work which reflects aspects of the Australian identity.
UNIT 3: ENSEMBLE PERFORMANCE

WHAT IS STUDIED?
- How to present character/s within a non-naturalistic ensemble performance
- How western and non-western traditions and styles and techniques of drama practitioners can be used in production
- How the collaborative process is used by a group in ensemble production
- How to use stimulus material to create character/s and effectively apply stagecraft elements, lights, music, costume and props
- How to evaluate and analyse stages in the development and realization of the Ensemble Performance
- How to use appropriate language of drama to analyse and evaluate a non-naturalistic performance.

WHAT TYPE OF WORK IS DONE?
- Workshops using non-naturalistic conventions
- Production of a major Ensemble Performance
- Record the developmental process, evaluate and analyse the realisation of the Ensemble Performance
- View professional theatre
- Discussion of and written analytical response to professional non-naturalistic theatre performance

UNIT 4: SOLO PERFORMANCE

WHAT IS STUDIED?
- How to identify the dramatic potential in selected stimulus material
- How to use developmental techniques to produce a short and an extended Solo Performance
- How to develop a script to guide a Solo Performance
- How to apply prescribed styles, conventions, stagecraft and dramatic elements
- How to present character/s in Solo Performance
- How to apply non-naturalistic styles to enhance the meaning and form of Solo Performance.

WHAT TYPE OF WORK IS DONE?
- Workshops in techniques used to develop a short and an extended Solo Performance
- Research and preparation of material for a Solo Performance of up to 7 minutes duration, performed to external examiners
- Draft and edit an original script
- Focused experimentation and commitment to the rehearsal process
- Document the developmental process and realization of the Solo Performance task
- Visit Melbourne in order to extend the preparation for final examinations
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Drama are a foundation for any vocational or further study aspirations. Students who complete a Drama course have demonstrated the ability to produce an audition piece.

Students considering vocational training have transferable skills; confidence in public speaking; personal organisation and independent endeavour.
**WHY STUDY THIS SUBJECT?**

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

**UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES**

**WHAT IS STUDIED?**

**UNIT 1 - The Behaviour of Consumers and Businesses**

- AoS1 – Thinking like an economist
  - Introductory concepts, including: relative scarcity, economic decision making, opportunity cost, resources
  - Consumers and consumer behaviour
  - Business: profit maximisation, evolution and changing goals including sustainability, genders, technology and innovation
- AoS2 – Decision making in markets
  - Market competition
  - Supply and Demand
  - Monopolies

**WHAT TYPE OF WORK IS / CAN BE DONE?**

- Case studies
- Practical exercises
- Structured questions and analysis
- Report of an investigation or an inquiry
- A blog of media commentaries using print or electronic materials
- A presentation (oral, multimedia, visual)
- A web page
- End of Semester Examination

**UNIT 2: CONTEMPORARY ECONOMIC ISSUES**

**WHAT IS STUDIED?**

- AoS 1: Economic growth, long-term economic prosperity and environmental sustainability
  - The meaning and measurement of economic growth using real Gross Domestic Product (GDP)
  - The meaning of both long-term economic prosperity and environmental sustainability
- AoS 2: Economic efficiency and equity
  - The difference between equity in the distribution of income and equality in the distribution of income
  - The effect of poverty on material and non-material living standards.

**WHAT TYPE OF WORK IS/ CAN BE DONE?**

- Case studies
- Practical exercises
- Structured questions and analysis
- Report of an investigation or an inquiry
- A blog of media commentaries using print or electronic materials
- A presentation (oral, multimedia, visual)
- A web page
- End of Semester Examination

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.
A Catholic School in the Mercy Tradition

Leading Contemporary Learning

Nurturing Exemplary Leadership

Forging Relationships for Success

A Vibrant Learning Community Where Students Thrive
ENGLISH

WHY STUDY THIS SUBJECT?

English is a compulsory component of a VCE course. You have three choices in meeting this requirement. English is the most popular option. The other options are English Language and English Literature. You may study as many of these subjects as you wish.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

UNIT 1

WHAT IS STUDIED?

1. Reading and creating tasks
   Students explore how meaning is created in a text

2. Analysing and presenting argument
   Students focus on the analysis and construction of texts that attempt to influence an audience

WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Creative responses
- Oral presentations
- Class and group discussions
- End of semester examination

UNIT 2

WHAT IS STUDIED?

1. Reading and comparing texts
   Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes

2. Analysing and presenting argument
   Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience

WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Comparing texts
- Oral presentations
- Class and group discussions
- End of semester examination
### UNIT 3

#### WHAT IS STUDIED?

1. **Reading and creating texts**
   Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.

2. **Analysing argument**
   Students analyse and compare the use of argument and language in texts that debate a topical issue.

#### WHAT TYPE OF WORK IS DONE?

- Reading, viewing and note taking
- Class and group discussion activities
- Analytical essays
- Creative Responses
- Trail examination

There are three assessment tasks.
- Analysis and comparison of argument and use of persuasive language in texts that present a point of view.
- Analytical interpretation of a selected text
- Creative response to a selected text

### UNIT 4

#### WHAT IS STUDIED?

1. **Reading and comparing texts**
   Students explore the meaningful connections between two texts.

2. **Presenting argument**
   Students build their understanding of both the analysis and construction of texts that attempt to present an argument.

#### WHAT TYPE OF WORK IS DONE?

- Preparing and delivering an oral presentation
- Class and group discussion activities
- Comparative essays
- Preparation and revision for the final examination
- End of year external examination

There are three assessment tasks
- A comparative essay
- A point of view oral presentation accompanied by a written statement of intention
- Three hour examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Your English/Literature/English Language result must be included in your ATAR Score. English is crucial to the development of communication skills that will be used both in professional and private pursuits throughout life.
## ENGLISH LANGUAGE

### WHY STUDY THIS SUBJECT?

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

English Language is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College.

### UNIT 1 - Language and Communication

#### WHAT IS STUDIED?

1. **The nature and functions of language**
   This provides students with an understanding of the nature of language and how it can be used for a variety of functions.

2. **Language acquisition**
   This study focuses on the developmental stages of child language acquisition and what children have to learn from babyhood to early adolescence.

#### WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay Writing

### UNIT 2 - Language Change

#### WHAT IS STUDIED?

1. **English across time**
   Students study the idea of language families, in particular the Indo-European language family, of which English is a member.

2. **Englishees in contact**
   Students study the effects of globalization on English.

#### WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay writing
**ENGLISH LANGUAGE**

## UNIT 3 - Language variation and social purpose

### WHAT IS STUDIED?

The focus of this unit is language in its social setting

1. **Informal Language**
   Students consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

2. **Formal Language**
   Students consider the way situational and cultural context determines whether people use formal language and in which mode they choose to communicate. For example; how language is altered to suit occasions, the concept of politeness and the role of politeness markers.

### WHAT TYPE OF WORK IS DONE?

- Learning metalanguage
- Written reports of investigations
- Folios
- Tests
- Multimedia reports
- Essays

**Assessment:**
- Essays, short answer tests and analytical commentaries

## UNIT 4 - Language variation and identity

### WHAT IS STUDIED?

The focus of this unit is on their contexts

1. **Language variation in Australian society**
   This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity.

2. **Individual and group identities**
   This area of study focuses on the role of language in reflecting and constructing individual and group identities.

### WHAT TYPE OF WORK IS DONE?

- Learn the ground rules of successful conversation
- Study a range of written genres
- Learn meta language

**Assessment:**
- Essays, short answer tests and analytical commentaries

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Any field in which attention is paid explicitly to language, such as Communications, Speech and Reading Therapy, Pre-school and Primary Education, English Teaching, Psychology, Cognitive Science, Computer Science and Philosophy. English language results must be included in students’ ATAR score if they have studied this subject instead of English or Literature.
# ENGLISH LITERATURE

## WHY STUDY THIS SUBJECT?

If you enjoy reading and analysing texts (including films), this could be the subject for you. It is another option for meeting the compulsory English requirement in your VCE.

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses. These are qualities valued by tertiary educational institutions and prospective employers in many walks of life.

Other employability skills this subject develops are: planning and organisation, managing resources, written communication, problem solving, initiative and enterprise, self-management, working with others and in teams. Literature is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred heart College.

## UNIT 1 – Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### WHAT IS STUDIED?

1. Reading practices
2. Ideas and concerns in texts

### WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:
- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

## UNIT 2 – Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

### WHAT IS STUDIED?

1. The text, the reader and their contexts
2. Exploring connections between texts

### WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:
- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

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UNIT 3 – Form and Transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms.

WHAT IS STUDIED?
- A wide range of texts
- Literary theory

WHAT TYPE OF WORK IS DONE?
- Essays: analytical, creative and comparative
- Class discussion
- Oral Presentation
- Reading and viewing
- Research

There are two assessment tasks.
They are essays that:
- Analyse how meaning changes when form changes
- Respond creatively to a text

UNIT 4 – Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of the unit, literary criticism is characterized by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

WHAT IS STUDIED?
- A wide range of texts
- Literary theory

WHAT TYPE OF WORK IS DONE?
- Essays: analytical, creative and comparative.
- Class discussion
- Oral Presentation
- Reading and viewing
- Research
- End of year external examination

There are two assessment tasks.
They are essays that:
- Interprets texts using different literacy perspectives
- Analyse critically features of a text, relating them to an interpretation of the text as a whole.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Literature results must be included in a student’s ATAR score if they have studied this subject instead of English or English Language.
WHY STUDY THIS SUBJECT?
Introduction
Scope of study
Environmental science is a science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.
The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

Rationale
VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

UNIT 1: HOW ARE EARTH’S SYSTEMS CONNECTED?
WHAT IS STUDIED?
Area of Study 1
How is life sustained on Earth?
Life on Earth is dependent on four major inputs: energy, nutrients, air and water. Students examine
- the processes and interactions occurring within and between Earth’s four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life.
- the outputs of processes and interactions occurring within and between the four systems.

Area of Study 2
How is Earth a dynamic system?
In this area of study students
- explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors.
- learn how environmental changes may be monitored and measured.
- discuss how changes over time can be explained by interactions between different environmental processes and how these changes may affect all four Earth systems.

Area of Study 3
Practical investigation
Ecosystems are subject to change in response to biotic or abiotic disturbances, or changes in the frequency at which they are disturbed, affecting the atmosphere, biosphere, hydrosphere and lithosphere.
- design and conduct a practical investigation into the monitoring of ecosystems or their components and/ or change in ecosystems.

WHAT TYPE OF WORK IS DONE?
Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:
- Exploration and discussion
- Practical investigation and report
- Analytical and assessment tasks
- collect and analyse primary and secondary
- End of semester examination
## UNIT 2: HOW CAN POLLUTION BE MANAGED? (Semester Two)

### Area of Study 1
**When does pollution become a hazard?**

Students will:
- examine biotic and abiotic indicators of pollution in various environments.
- distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants.
- explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set.

### Area of Study 2
**What makes pollution management so complex?**

Students will:
- investigate three pollutants of national or global concern.
- compare treatment and management options for each pollutant and explore the limitations of the categorisation of pollution.
- investigate a question for each of the three categories of pollution.

### Area of Study 3
**Case study**

Students will:
- apply and extend their knowledge and skills developed by investigating a case study involving the management of a selected pollutant of local interest.
- Prepare a communication that explains the relevant scientific concepts, identifies different management options and present a justified position on a preferred solution.

### WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:
- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.
**WHY STUDY THIS SUBJECT?**

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

Are you interested in Nutrition? This subject explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. This subject also investigates where we source our food and the factors that affect Australia’s food system. How it’s farmed, processed and the ethics and standards behind these practices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns and investigates the impacts of food on the human body. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

### UNIT 1: WHAT IS STUDIED?

- the factors influencing the emergence of different food systems, food products and food practices around the world
- the historical development of food systems, food cultures and distinctive cuisines, with a focus on one selected region other than Australia
- the factors that facilitated the early development of agricultural food systems, including those that enabled the cultivation of wild plants and the domestication of animals for farming
- the factors influencing the development of food production, processing and manufacturing

### UNIT 2: WHAT IS STUDIED?

- sensory, physiological, economic and social considerations in the comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings
- the considerations in the design and adaptation of recipes to suit individuals, households and other groups with differing dietary requirements due to factors such as lifespan stage, activity level, personal food tastes and preferences, medical, cultural and ethical food restrictions, and food intolerances and allergies

### WHAT TYPE OF WORK IS DONE?

- Practical cooking sessions.
- Design briefs.
- Case studies.
- Film reviews.
- Research assignments.
- Excursions / incursions.
- Guest speakers.
- Structured questions.
- Short answer questions.
- Multimedia tasks.
FOOD STUDIES

WHY STUDY THIS SUBJECT?

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

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UNIT 3: WHAT IS STUDIED?

- The physiology and conditioning of appetite, satiety and the sensory appreciation of food
- The microbiology of the intestinal tract and the sequential processes of the digestion of carbohydrates, protein, and fats, including enzymatic hydrolysis, absorption and utilisation of these macronutrients in the body
- The rationale and evidence-based principles of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases
- Biological reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation, and activity levels

 WHAT TYPE OF WORK IS DONE?

- Practical cooking sessions.
- Cooking demonstrations.
- Science experiments.
- Taste testing.
- Design briefs.
- Case studies.
- Film reviews.
- Research assignments.
- Excursions / incursions.
- Guest speakers.
- Group work.
- Structured questions.
- Short answer questions.
- Multimedia tasks.

UNIT 4: WHAT IS STUDIED?

- The key issues of the challenge of adequately feeding a rising world population, with particular focus on proposed solutions to global food insecurity, including the potential contribution of technologies and improved equity in food access and distribution.
- The contemporary contexts in which food knowledge and skills develop and the factors that influence individual, family and community responses to food information.
**GEOGRAPHY**

**WHY STUDY THIS SUBJECT?**

Geography is a way of exploring and understanding the characteristics of places and features in our world. It encourages students to develop a sense of curiosity about people and places. Geographers ask/answer key questions about these places and features such as What is there? Why is it there? What impacts does it have on the environment? How can we make it sustainable?

You should study VCE Geography if you are:
- Interested in the world’s natural and human environments
- Wanting to be a good global citizen and develop an improved understanding of how to manage the use of the world’s resources to enable sustainability
- Wishing to increase your knowledge of the world and the major events that occur within it
- Thinking of a career in these areas.

<table>
<thead>
<tr>
<th>UNIT 1: HAZARDS AND DISASTERS</th>
<th>WHAT IS STUDIED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS STUDIED?</td>
<td>Characteristics of hazards and disasters:</td>
</tr>
<tr>
<td>We investigate the types, causes and impacts of hazards or disasters such as volcanic activity, earthquakes, tsunamis, droughts, floods, bushfires, infectious diseases and oil spills.</td>
<td></td>
</tr>
<tr>
<td>Responses to hazards and disasters:</td>
<td></td>
</tr>
<tr>
<td>We explore the nature and effectiveness of measures used to control and limit the impacts of hazards and disasters. These may include measures such as prediction, warning programs, community preparedness as well as actions taken after hazards.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT TYPE OF WORK IS DONE?</th>
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</thead>
<tbody>
<tr>
<td>Fieldwork Report - Bushfires in the Macedon Ranges.</td>
</tr>
<tr>
<td>Interpretation and analysis of maps, diagrams and other geographical information.</td>
</tr>
<tr>
<td>Examination of case studies at local, national and global scales.</td>
</tr>
<tr>
<td>Collect, sort and process primary and secondary data.</td>
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<tr>
<td>End of Semester Examination.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>UNIT 2: TOURISM</th>
<th>WHAT IS STUDIED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS STUDIED?</td>
<td>Characteristics of tourism:</td>
</tr>
<tr>
<td>We examine the characteristics of tourism including the location and distribution of different types of tourism, tourist destinations and factors affecting the different types of tourism. Case studies from Australia and elsewhere in the world are examined.</td>
<td></td>
</tr>
<tr>
<td>Impacts of tourism</td>
<td></td>
</tr>
<tr>
<td>We explore the environmental, economic and social impacts of the different types of tourism. Time is allocated to investigate the measures that could be implemented to enhance the positive impacts and/or minimise the negative impacts of tourism.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT TYPE OF WORK IS DONE?</th>
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</thead>
<tbody>
<tr>
<td>Fieldwork Trip - Lorne.</td>
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<tr>
<td>Fieldwork Report - Sustainability of tourism in Lorne.</td>
</tr>
<tr>
<td>Interpretation and analysis of maps, diagrams and other geographical information.</td>
</tr>
<tr>
<td>Examination of case studies at local, national and global scales.</td>
</tr>
<tr>
<td>Collect, sort and process primary and secondary data.</td>
</tr>
<tr>
<td>End of Semester Examination.</td>
</tr>
</tbody>
</table>
UNIT 3: CHANGING THE LAND
WHAT IS STUDIED?
This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world:
- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report.

WHAT TYPE OF WORK IS DONE?
- Interpretation and analysis of maps, data and other geographic information
- Collect, sort, process and represent primary and secondary data through fieldwork
- Examination of case studies at local, national and global scales
- Use of GIS and GNSS technologies (GPS & Google Earth) to view and associate data.
- School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score:
  - Outcome 1 – Fieldwork report and structured questions
  - Outcome 2 – Analysis of geographic data

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES
WHAT IS STUDIED?
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

WHAT TYPE OF WORK IS DONE?
- Analysis of population dynamics on a global scale.
- Analysis of significant population issues and challenges in selected locations and evaluation of responses.

- School-assessed Coursework 4 will contribute 25 per cent to the study score:
  - Outcome 1: Analysis of geographic data
  - Outcome 2: Structured questions

- End-of-year examination which contributes 50 per cent to study score

WHAT DOES STUDYING THIS SUBJECT LEAD TO?
HEALTH AND HUMAN DEVELOPMENT

**WHY STUDY THIS SUBJECT?**
VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation’s definition and interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by healthcare and other interventions. Students consider Australian and Global contexts as they investigate variations in health status between populations and nations. They look at the Australian Healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian governments overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and lifespan. Students develop health literacy as they connect their learning to their lives, communities and world.

<table>
<thead>
<tr>
<th>UNIT 1 – Understanding Health and Wellbeing</th>
<th>UNIT 2– Managing Health and Development</th>
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</thead>
<tbody>
<tr>
<td><strong>WHAT IS STUDIED?</strong></td>
<td><strong>WHAT IS STUDIED?</strong></td>
</tr>
<tr>
<td>Health perspectives and influences</td>
<td>Developmental transitions</td>
</tr>
<tr>
<td>• Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions</td>
<td>• Overview of the human lifespan</td>
</tr>
<tr>
<td>• Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions.</td>
<td>• Definitions and characteristics of development, including physical, social, emotional and intellectual.</td>
</tr>
<tr>
<td>Health and Nutrition</td>
<td>• The role of parents, carers and/or family environment in determining the optimal development of children through understanding of; fertilisation and the stages of prenatal development, risk and protective factors relating to prenatal development, the impact of early life experiences on future health and development</td>
</tr>
<tr>
<td>• The function and food sources of major nutrients</td>
<td>Health Care in Australia</td>
</tr>
<tr>
<td>• The use of food selection models to promote healthy eating among youth</td>
<td>• Key aspects of Australia’s health system such as Medicare, the Pharmaceutical Benefits Scheme and Private Health Insurance</td>
</tr>
<tr>
<td>• The consequences of nutritional imbalance</td>
<td>• Rights and Responsibilities associated with accessing health services</td>
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</tbody>
</table>

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<tr>
<th><strong>UNIT 1 – Understanding Health and Wellbeing</strong></th>
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<tr>
<td><strong>WHAT TYPE OF WORK IS DONE?</strong></td>
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</tr>
<tr>
<td>• Collect and Analyse data</td>
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<tr>
<td>• Group work</td>
<td>• Group work</td>
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<tr>
<td>• Research assignments</td>
<td>• Research assignments</td>
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<tr>
<td>• Minor Oral presentations</td>
<td>• Minor Oral presentations</td>
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<tr>
<td>• Case studies</td>
<td>• Case studies</td>
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<tr>
<td>• Multimedia presentations</td>
<td>• Multimedia presentations</td>
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<tr>
<td>• Assessment Tasks</td>
<td>• Assessment Tasks</td>
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<tr>
<td>• Short written reports</td>
<td>• Short written reports</td>
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<tr>
<td>• Structured questions</td>
<td>• Structured questions</td>
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<tr>
<td>• End of semester examination</td>
<td>• End of semester examination</td>
</tr>
<tr>
<td>• Excursions/Incursions</td>
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</tr>
</tbody>
</table>


**UNIT 3 – Australia’s health in a globalised world**

**WHAT IS STUDIED?**

**Understanding Health and Wellbeing**
- Concepts of health and wellbeing
- Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
- Prerequisites for health as determined by the WHO including peace, shelter, education. Food, income, a stable eco-system, sustainable resources, social justice and equity

**Promoting health and wellbeing**
- Improvements in Australia’s health status since 1990 and reasons for these improvements
- Australia’s health system including Medicare, the Pharmaceutical Benefits Scheme and the National Disability Insurance scheme
- The role of health promotion
- Initiatives introduced to bring about improvements in Indigenous Health and wellbeing
- Initiatives to promote healthy eating in Australia

**WHAT TYPE OF WORK IS DONE?**

- Collect and Analyse data
- Group work
- Research assignments
- Minor Oral presentations
- Case studies
- Multimedia presentations
- Assessment Tasks
- Short written reports
- Structured questions
- End of semester examination
- Excursions/Incursions
- End of year external examination

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**UNIT 4 – Health and Human Development in a global context**

**WHAT IS STUDIED?**

**Health and wellbeing in a global context**
- Characteristics of high, middle and low income countries
- Similarities and differences in health status among high, middle and low income countries
- The concepts and dimensions of sustainability
- The concept of Human Development

**Health and the Sustainable Development Goals**
- Rationale and objectives of the UN’s SDG’s
- Key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’
- The relationship between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13
- Priorities and work of the WHO
- The purpose and characteristics of different types of aid (Bilateral, Multilateral, Emergency, Non-Government)
- Features of Australia’s aid program including its priority areas and the type of partnerships involved
- The role of non-government organisations

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

- Primary and secondary teaching
- Nursing
- Childcare
- Physical Education
- Social work/ counselling
- Future parenting skills
- Health Promotion and Development
- Psychology
## HISTORY

### WHY STUDY THIS SUBJECT?

History is interesting and rewards the curious - and should be chosen by students seeking intellectual challenge. History makes meaning of the past, which allows us to have a greater understanding of the world today.

Students learn to analyse the impact past events have had on the formation of contemporary issues, values and attitudes. In VCE History, students learn about humanity’s challenges and successes, while building their political and cultural understanding. They put conflicts, change and continuity into global perspective. History provides opportunities for students to understand concepts such as Naturalism, Democracy v Communism, Empire building, Colonialism and Capitalism.

Students evaluate Historical interpretations and perspectives through the study of written and visual sources; draw conclusions; and by improving their general knowledge building their capacity for success in other studies. History complements studies in Literature, Text and Tradition, Politics, Legal Studies and Geography.

### UNIT 1: TWENTIETH CENTURY 1918-1939

#### WHAT IS STUDIED?

Views of the 1920’s and 30’s are dominated by the figures of Hitler and Roosevelt. Students examine the importance of the Treaty of Versailles, and the formation of the League of Nations in world politics. There is a study of the emergence of two ideologies, that is, Fascism under Nazi Germany and isolationism adopted by the USA. Students compare and contrast these two ideologies, and how they led the road to World War Two.

Social and cultural life is reflected through music, art, film, fashion, sport and political ideologies all experienced radical changes that impacted on the way people lived their lives in Nazi Germany and/or the USA in the 1920s and 1930s.

#### WHAT TYPE OF WORK IS DONE?

- Reading
- Analysis of art, cartoons, written documents and songs
- A guided Inquiry research project
- An Essay
- Analysis of historical interpretations

### UNIT 2: EMPIRES AT WORK 1400 - 1775

#### WHAT IS STUDIED?

During the Early Modern period Britain, France, Spain, Portugal, The Netherlands, Russia and the Ottoman Empire competed for territory and trade.

Following Christopher Columbus arrival in the New World, plants, animals, diseases and culture, even humans became commodities for which these empires fought wars, pirates became tools of government, and imperial powers gained control of new lands.

Students will study the methods used by various European powers to build their empires and the significance of players like Louis XIV, Elizabeth I and James I of England, Isabella I of Castile, Hernando Cortes and the Jesuits. Once established, these Empires faced challenges from indigenous peoples and those settlers who strove to break away from the mother country as occurred when the American War of Independence began in 1775.

#### WHAT TYPE OF WORK IS DONE?

- Reading
- Analysis of cartoons, print, written documents and building plans
- An historical enquiry
- An essay
- Analysis of historical interpretations
UNIT 3: THE RUSSIAN REVOLUTION

WHAT IS STUDIED?

- The causes of revolution and the role of revolutionary ideas, leaders and movements in creating the revolutionary situation in 1917.
- Individuals we study include Rasputin, Nicholas, Alexandra, Trotsky, Lenin, Karenskii and the American John Reed.
- The challenges that Lenin and the Bolsheviks faced in creating a new society.
- Evaluating the changes and continuities of the new society that emerged.

Assessment

- Students must undertake two SAC’s for each revolution, four in all, which constitute 50 percent of the mark. The final examination of two hours in length constitutes 50 percent of the mark.

WHAT TYPE OF WORK IS DONE?

- Reading
- Written responses to text questions
- Research report
- Analysis of visual and/or written documents
- Historiographical exercises
- Essay
- Practice examination questions

UNIT 4: THE FRENCH REVOLUTION

WHAT IS STUDIED?

- The causes of revolution and the role of revolutionary ideas, leaders and movements in creating the revolutionary situation in 1789.
- Individuals we study include Marie Antoinette, Louis XVI, Mirabeau, Rousseau, Voltaire, Robespierre, Marat the painter, David, Talleyrand and Danton.
- The challenges that revolutionaries faced in creating a new society, challenges that contributed to the Terror of 1793-95.
- Evaluating the changes and continuities of the new society that emerged.

NB. The French Revolution would be undertaken in 2018. However, students may undertake instead the American Revolution depending on the availability of staffing in 2018. The assessment would be similar to those of the French Revolution.

WHAT TYPE OF WORK IS DONE?

- Reading
- Written responses to text questions
- Research report
- Analysis of visual and/or written documents
- Historiographical exercise
- Essay
- Practice examination questions

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Successful completion is highly regarded by corporate employers, Federal and State Public Services, careers in Law, Journalism, Information Services, Film Companies, Advertising, Local Councils, Businesses (local and overseas), Human Resources, Public Relations, Education and the Arts, Welfare and Foreign Aid providers.
**LANGUAGES: FRENCH**

**WHY STUDY THIS SUBJECT?**

The study of French develops language skills and provides an expanding knowledge of the history and cultures of the Francophone world.

French is widely spoken internationally and is an official language for many countries. It is one of the ten most spoken languages in the world.

Increased competence in the use of French will assist students in their travel aspirations, can increase competitiveness in the job market, provides an advantage for future employment, opens up new career opportunities, opens up social and cultural opportunities, gives new perspectives and opportunities in the areas of banking, finance, sales, marketing, communication, technical support, diplomacy, tourism, hospitality, health care, education, law enforcement and social services.

The study of French also enhances knowledge of the English language as a system and helps making connections and facilitates understanding of other similar Latin languages.

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### UNIT 1

**WHAT IS STUDIED?**

Prerequisite: Satisfactory completion of Year 10 French Semester One

- **Young People**: Challenges of being young in France and Australia. Young people’s concerns about the world
- **Family**: Family relationships and types of family in today’s society
- **Travel**: Types of holiday experiences and their advantages and disadvantages
- **Leisure**: Hobbies and pastimes, comparing French leisure activities with those in Australia.
- **The World of Work**: Work relationships, unemployment, applying for a job and finding a career or trade.

**WHAT TYPE OF WORK IS DONE?**

- Listening and categorising, summarising and interpreting information
- Wider reading of French text and comprehension activities
- Writing in a range of text types using appropriate conventions
- Research on cultural topics using texts and the Internet
- Develop confidence in speaking using personal views and opinions

---

### UNIT 2

**WHAT IS STUDIED?**

Prerequisite: Satisfactory completion of French Unit 1 Semester Two

- **Youth**: Representation of young people in art
- **Health**: How to maintain physical and mental health. Health issues which people face in France
- **Poverty**: Unemployment, class in France and other factors affecting those who live in poverty

**WHAT TYPE OF WORK IS DONE?**

- Listening and categorising, summarising and interpreting information
- Wider reading of French text and comprehension activities
- Writing in a range of text types using appropriate conventions
- Research on cultural topics using texts and the Internet
- Develop confidence in speaking using personal views and opinions
**UNIT 3**

**WHAT IS STUDIED?**
Prerequisite: Satisfactory completion of French Unit 2

**Semester One**

- **Family Relationships:** Family dynamic, relationships between children and their parents in a changing world
- **Environment:** Problems facing the world, such as pollution and global warming
- **The Past is also the Present:** Learning from the past, recurring trends and French history

**WHAT TYPE OF WORK IS DONE?**

- Associated verb tenses and grammar
- Listening and categorising, summarising and interpreting information
- Conversation in the context of an interview
- Wider reading of French text and comprehension activities
- Writing in a range of text types using appropriate conventions
- Research on cultural topics using a diversity of texts and media, including the Internet
- Develop confidence in speaking using personal views and opinions

**UNIT 4**

**WHAT IS STUDIED?**
Prerequisite: Satisfactory completion of French Unit 3

**DETAILED STUDY**

- A topic chosen from the prescribed themes is selected and thoroughly researched.
- Students will be expected to have detailed knowledge, to have formed opinions and understand cultural perspectives to enable them to answer questions for up to 8 minutes in the oral examination along with a 7 minute general conversation about themselves.
- Wider reading is expected to familiarise with vocabulary on broader theme topics to prepare for the end of year examination.

**WHAT TYPE OF WORK IS DONE?**

- A detailed study on a topic of the student's choice is prepared for the Oral Examination
- Practise constructing a major writing piece using the correct style, length and conventions
- Sustained practice and revision for listening, reading, speaking and writing tasks in preparation for the final examination
- End of year external examinations

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

Language studies can be chosen in University Arts Courses along with a career in a field where languages are in high demand. Alternatively, students can work as an English Assistant in French speaking countries.
**WHY STUDY THIS SUBJECT?**

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties. The study of Japanese enables students to:

- Use Japanese to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Understand our own culture through the study of other cultures
- Make connections between Japanese and English and other languages
- Apply Japanese to daily work, further study, training or leisure.

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**UNIT 1**

**WHAT IS STUDIED?**

Pre-requisite: Satisfactory completion of Year 10 Japanese

The three prescribed themes connected to Unit 1 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Personal identity and life styles
- Relationships and the Japanese speaking communities

**WHAT TYPE OF WORK IS DONE?**

- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Cultural exchange and conversation activities with Japanese visitors

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**UNIT 2**

**WHAT IS STUDIED?**

Pre-requisite: Satisfactory completion of Japanese Unit 1

The three prescribed themes connected to Unit 2 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Living in a Japanese Society/Visiting Japan
- Communication and Media
- Aspirations, education and careers

**WHAT TYPE OF WORK IS DONE?**

- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Participation in Japanese excursions, workshops and interactive cultural activities.
**UNIT 3**

**WHAT IS STUDIED?**
Pre-requisite: Satisfactory completion of Japanese Unit 2

Additional topics drawn from the main themes include:

<table>
<thead>
<tr>
<th>The Individual</th>
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<tbody>
<tr>
<td><strong>Japanese–Speaking Community:</strong></td>
</tr>
<tr>
<td>• Japanese connections with Australia and the Pacific</td>
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</tbody>
</table>

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<tr>
<th>Changing World:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Issues relating to health, environment and the media</td>
</tr>
</tbody>
</table>

**WHAT TYPE OF WORK IS DONE?**

- Text and workbook chapters.
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading and viewing of Japanese text and DVDs as comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet

**FURTHER WORK:**

- Associated verb tenses and grammar
- Conversation in the context of an interview
- Attendance at seminars and performances

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**UNIT 4**

**WHAT IS STUDIED?**
Pre-requisite: Satisfactory completion of Japanese Unit 3

- A topic chosen from the prescribed themes is selected and thoroughly researched. Students will be expected to have detailed knowledge, to have formed opinions and understand cultural perspectives to enable them to answer questions for up to 8 minutes in an examination.
- Constant practice of general conversation about oneself is maintained in preparation for the 7 minutes oral examination.
- Wider reading to familiarise oneself with vocabulary on broader theme topics is done to prepare for the end of year examination.

**WHAT TYPE OF WORK IS DONE?**

- Students carry out a detailed study on a personally selected topic, which is presented in the oral examination.
- Practice constructing a major writing piece in the correct style, length and use of conventions.
- Sustained practice and revision of listening, reading, speaking and writing tasks in preparation for the final examination
- End of year external examinations

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Many students work in Japan as English language assistants.

Language studies can be pursued in university Arts courses, Hospitality courses or as a Diploma.
# LEGAL STUDIES

## WHY STUDY THIS SUBJECT?

**Legal Studies Informs:** Students investigate the structure of government, the legal process and their legal rights and obligations.

**Legal Studies Develops Skills:** Students identify legal problems and analyse ways they can be resolved. Students research evidence, evaluate arguments and formulate reasoned conclusions orally and in writing.

**Legal Studies Establishes Links:** Students draw on their knowledge of other areas of study and apply it to a legal context.

**Legal Studies Provides Opportunity:** Students have the chance to gain a brief insight into the legal and related professions which may lead to further study or work.

## UNIT 1: Guilt and Liability

### WHAT IS STUDIED?

**Legal Foundations:**
- Principles of justice
- Effective laws
- Sources of law
- Criminal law and civil law
- Victorian court hierarchy

**Presumption of innocence:**
- Purpose of criminal law
- Presumption of innocence
- Criminal law concept
- Crimes against the person and crimes against property
- Types of offences
- Participants in crime
- Crimes and defences

### Civil liability

- Purpose of civil law
- Key civil law concepts
- Plaintiffs and defendants
- Two areas of civil law

### WHAT TYPE OF WORK IS DONE?

- Note taking
- Summarising
- Text book work
- Videos and DVDs
- Analysis and interpretation
- Case studies
- Tests
- School Assessed Coursework
- End of semester examination

## UNIT 2: CIVIL LAW AND LAW IN FOCUS

### WHAT IS STUDIED?

**Sanctions:**
- Principles of justice
- Law enforcement
- Institutional powers v individual rights
- Criminal jurisdiction of Victorian courts
- Criminal juries
- Purposes of sanctions
- Types of sanctions
- Sentencing practices
- Alternative sentencing approaches
- Criminal case studies

**Remedies:**
- Principles of justice
- Dispute resolution methods
- Institutions that resolve civil disputes
- Civil jurisdiction of Victorian courts
- Civil jury
- Purposes of remedies
- Types of remedies
- Civil case studies

### Rights:

- Protection of rights in Australia
- International treaties
- Approaches to protection of rights by other countries
- Reforms to Australia’s protection of rights
- Rights case study

### WHAT TYPE OF WORK IS DONE?

- Note taking
- Summarising
- Text book work
- Videos and DVDs
- Analysis and interpretation
- Case studies
- Tests
- School Assessed Coursework
- End of semester examination
## LEGAL STUDIES

### UNIT 3: Rights and justice

#### WHAT IS STUDIED?
- Victorian Criminal Justice System:
  - Principles of justice
  - Key criminal justice concepts
  - Rights of an accused
  - Rights of victims
  - Criminal proceedings
  - Reforms to the criminal justice system
- Victorian civil justice system:
  - Principles of justice
  - Key civil justice concepts
  - Resolving civil disputes
  - Reforms to the civil justice system

#### WHAT TYPE OF WORK IS DONE?
- Note taking
- Summarising
- Text book work
- Videos and DVDs
- Analysis and interpretation
- Case studies
- Tests
- School Assessed Coursework

### UNIT 4: The people and the law

#### WHAT IS STUDIED?
- The people and the Australian Constitution
  - Role of the Crown and the Houses of Parliament
  - Division of law-making powers between the Commonwealth and the states
  - S109 of the Constitution
  - Australian Constitution as a check on the law-making of parliament
  - High Court cases interpreting Sections 7 and 24 of the constitution
  - The significance of a referendum that has protected or changed the constitution
  - Significance of a case that has changed the division of law-making powers
  - The impact of treaties and international declarations on external affairs powers
- The people, the parliament and the courts
  - Factors affecting parliament’s ability to make laws
  - Roles of the Victorian Courts and the High Court in law-making
  - Reasons for and the effects of, statutory interpretation
  - Factors that affect the ability of courts to make laws
  - The relationship between the parliament and the courts in law making
  - Law reform

#### WHAT TYPE OF WORK IS DONE?
- Note taking
- Summarising
- Text book work
- Videos and DVDs
- Analysis and interpretation
- Case studies
- Tests
- School Assessed Coursework
- End of year external examination

#### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
- Further Study: TAFE paralegal courses and general Social Science / Arts courses.
- University courses: Law and general Social Science / Arts courses
- Work: Legal Secretary, Law Clerks and Legal Office Managers
- Professions: Barrister and Solicitor
**GENERAL MATHEMATICS**

**WHY STUDY THIS SUBJECT?**

General Mathematics provides courses of study for a diverse group of students. Students select Mathematics if:

- They need it for their career pathway
- They have an interest in practical Mathematics
- They wish to extend their knowledge of Mathematics
- It is a prerequisite/preferred subject for tertiary courses
- Satisfactory completion of General Mathematics Units 1 and 2 leads to Further Mathematics Units 3 and 4 in Year 12. It is a prerequisite for some tertiary courses.

**Prerequisites**

Satisfactory completion of Year 10 Advanced Mathematics, or a good level of achievement in Year 10 General Mathematics and use of the TI – Nspire (CAS) calculator.

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**UNIT 1**

**WHAT IS STUDIED?**

- Algebra and Structure
- Arithmetic and numbers
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

**WHAT TYPE OF WORK IS DONE?**

- Bookwork – set exercises
- Assignments
- Tests
- Problem solving tasks
- Application tasks
- Summary and review notes
- End of semester examination

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**UNIT 2**

**WHAT IS STUDIED?**

- Algebra and Structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

**WHAT TYPE OF WORK IS DONE?**

- Bookwork – set exercises
- Assignments
- Tests
- Problem solving tasks
- Application tasks
- Summary and review notes
- End of semester examination
## FURTHER MATHEMATICS

### UNIT 3

#### WHAT IS STUDIED?
- Data analysis
- Recursion and Financial Modelling

#### WHAT TYPE OF WORK IS DONE?
- Bookwork – set exercises
- Homework
- Application Statistics Task
- Topic Tests
- Modelling or problem solving task

### UNIT 4

#### WHAT IS STUDIED?
Two of the following four application modules
- Geometry and Measurement
- Networks and decision mathematics
- Graphs and relations
- Matrices

#### WHAT TYPE OF WORK IS DONE?
- Bookwork – set exercises
- Modelling or problem solving tasks
- Homework
- Topic Tests

In Year 12 there are two end of year examinations worth 67% of the final result; school-assessed coursework is worth 33% of the final result.
- Both examinations are technology active

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Further Mathematics extends the mathematical concepts of General Mathematics Units 1 and 2.

It is a preferred / prerequisite subject for some tertiary courses eg Biological Science, Environmental Science, Business and Accounting Courses. It gains bonus marks for particular tertiary courses.
**MATHEMATICAL METHODS**

**WHY STUDY THIS SUBJECT?**

Mathematical Methods is the study of functions and their modeling applications in relation to other disciplines. Students would study Mathematical Methods if they:
- Are good at Mathematics, particularly algebra
- Enjoy Mathematics
- Wish to extend their mathematical knowledge
- Need it for their career pathway
- Wish to keep their options open
- As a prerequisite for Mathematical Methods 3/4 and Specialist Mathematics 3/4
- As a prerequisite/preferred study for tertiary courses the particular student is interested in.

**Pre-requisites**
A good level of achievement in Year 10 Advanced Mathematics, and competent use of the TI – Nspire (CAS) calculator

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**UNIT 1**

**WHAT IS STUDIED?**
- Polynomial Functions and Graphs
- Algebra
- Rates of change and Calculus
- Probability and statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework – set sheets
- Assignments
- Problem solving tasks
- Application Tasks
- Tests
- End of semester examinations
  - Exam 1: Technology free
  - Exam 2: Technology active

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**UNIT 2**

**WHAT IS STUDIED?**
- Experimental, Logarithmic and Trigonometric Functions
- Algebra
- Calculus – Derivatives and Anti-derivatives
- Probability and statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework – set sheets
- Assignments
- Problem solving tasks
- Application Tasks
- Tests
- End of semester examinations
  - Exam 1: Technology free
  - Exam 2: Technology active
### UNIT 3

**WHAT IS STUDIED?**
- Coordinate Geometry
- Circular (Trigonometric) Functions
- Exponential and Logarithmic Functions
- Calculus – Derivatives and Integration
- Algebra
- Probability and statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework
- Application Task
- Topic tests
- Revision exam questions

### UNIT 4

**WHAT IS STUDIED?**
- Coordinate Geometry
- Circular (Trigonometric) Functions
- Exponential and Logarithmic Functions
- Calculus – Derivatives and Integration
- Algebra
- Probability and statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework
- Two Modelling or Problem Solving tasks
- Topic tests
- Revision Exam Questions

In Year 12 there are two end of year examinations worth 67% of the final result; school assessed coursework is worth 33% of the final result.
- Exam 1: Technology free
- Exam 2: Technology active

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Mathematical Methods is a prerequisite / preferred course of study for many tertiary courses including Physical and Biological Science, Engineering, Architecture, Computer Science, Accounting, Medicine, Nursing and many others.

In some tertiary studies, Mathematical Methods gains bonus points for entry into the course.
**WHY STUDY THIS SUBJECT?**

Specialist Mathematics extends the work studied in Mathematical Methods. Students would study Specialist Mathematics if they:

- Enjoy Mathematics and its practical application to Science and Engineering.
- Wish to extend their mathematical knowledge.
- Need it for their career pathway.
- As a prerequisite / preferred subject for tertiary courses the particular student is interested in.
- It gains bonus marks for your ATAR score into tertiary courses

**Prerequisites**

A good level of achievement in Year 10 Advanced Mathematics and competent use of the TI – Nspire (CAS) calculator

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### UNIT 1

**WHAT IS STUDIED?**

Specialist mathematics extends the concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4.

The following areas are studied:

- Number systems and recursion
- Geometry in the plane and proof
- Logic and Algebra
- Transformations, trigonometry and matrices

**WHAT TYPE OF WORK IS DONE?**

- Bookwork – set exercises
- Homework
- Modelling tasks
- Application Task
- Topic tests
- End of Semester Examinations
  - EXAM 1: Technology free
  - EXAM 2: Technology active

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### UNIT 2

**WHAT IS STUDIED?**

Specialist Mathematics extends concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4.

The following areas are studied:

- Principles of counting
- Statistics - sampling and sample distributions
- Logic and Algebra
- Vectors in the plane
- Graphs of Non-linear relationships: Kinematics

**WHAT TYPE OF WORK IS DONE?**

- Bookwork – set exercises
- Homework
- Modelling tasks
- Application Task
- Topic tests
- End of Semester Examinations
  - EXAM 1: Technology free
  - EXAM 2: Technology active
### UNIT 3

**WHAT IS STUDIED?**
Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:
- Coordinate Geometry
- Circular (Trigonometric) function
- Algebra including Complex Numbers
- Calculus
- Vectors in 2 and 3 dimensions
- Mechanics
- Probability and Statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework
- Application Task
- Topic tests

### UNIT 4

**WHAT IS STUDIED?**
Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:
- Coordinate Geometry
- Circular (Trigonometric) function
- Algebra including Complex Numbers
- Calculus
- Vectors in 2 and 3 dimensions
- Mechanics
- Probability and Statistics

**WHAT TYPE OF WORK IS DONE?**
- Bookwork – set exercises
- Homework
- Two modelling or problem solving tasks
- Topic tests

In Year 12 there are two end of year examinations worth 67% of the final result; school assessed coursework is worth 33% of the final result.
- Exam 1: Technology free
- Exam 2: Technology active

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Specialist Mathematics is a prerequisite / preferred subject for tertiary courses in the Physical Sciences, Engineering and some Computer Science courses. In some tertiary studies, Specialist Mathematics gains bonus points for entry into the course.
### MEDIA

**WHY STUDY THIS SUBJECT?**

Media appeals to students who:

- Are interested in exploring career and study pathways e.g. filmmaking, photography, journalism
- Enjoy developing skills in media production and analysis of different media forms.
- Enjoy exploring a range of creative technologies.
- Are interested in analysing media representations of reality and communication theory.
- Enjoy creating media products in different forms including video and photography.

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>WHAT IS STUDIED?</th>
<th>WHAT TYPE OF WORK IS DONE?</th>
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<tbody>
<tr>
<td></td>
<td>Media representations in a range of forms and products</td>
<td>Film, audio, photography and print production</td>
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<tr>
<td></td>
<td>Products from different periods of time, locations and contexts</td>
<td>Practical and theoretical exploration of different media forms and representations</td>
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<td></td>
<td>The role(s) of the audience</td>
<td>Investigation of Australian stories in media including cultural histories and influences</td>
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<td></td>
<td>Pre-production, production and post-production techniques</td>
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<td></td>
<td>Media production technologies</td>
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<td>Australian stories in media production</td>
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<tr>
<th>UNIT 2</th>
<th>WHAT IS STUDIED?</th>
<th>WHAT TYPE OF WORK IS DONE?</th>
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<tbody>
<tr>
<td></td>
<td>Narrative, style and genre</td>
<td>Analysis of styles, creators, structure and values of different media forms</td>
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<tr>
<td></td>
<td>Narratives in production</td>
<td>Design and production of narrative product in media form of choice (e.g. photography, film etc)</td>
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<td></td>
<td>Media and change</td>
<td>Explore development of media technologies</td>
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<td>End of semester examination</td>
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### UNIT 3
#### WHAT IS STUDIED?
- **Narrative and Ideology**
  Students study two narrative films, analysing how codes, conventions and ideologies contribute to the narrative.
- **Technical Exercises:**
  A range of technical and practical skills are explored in the media form of the student’s choice e.g. camera operation, editing, sound, lighting, special effects etc.
- **Production Design**
  Each student produces a detailed design plan for their individual Media Production. This production is generally a video of 5 – 10 minutes in length, but may be in another media form (e.g. photography, animation, website, radio, video game, publishing etc.), according to the student’s interest and expertise. All decisions for this production are made and documented in this Design Plan.

#### WHAT TYPE OF WORK IS DONE?
- Viewing and analysing two narrative films
- Two technical exercises exploring and demonstrating specific skills chosen by the student
- Personal research and study including films, textbook, visits and online.
- Preparation of a Production Design for the Unit 4 Media Production
- Class presentations and discussion
- Excursion to Top Screen, ACMI Federation Square.

### UNIT 4
#### WHAT IS STUDIED?
- **Media Production:**
  Students produce the product (e.g. video) they planned in Unit 3.
- **Agency and control in and of the media**
  Examination of audience, creator, regulator etc relationships
  Students examine how media texts, such as online media, films and television shows can reflect, challenge and / or support the social values of the time in which they are made.
  There are many theories that try to explain whether and how the media affects those who experience it. Major communication theories are examined in relation to various media texts and current issues.

#### WHAT TYPE OF WORK IS DONE?
- Individually producing a media product of choice based on the Unit 3 Production Design Plan.
- Analysing how social values are represented, challenged and/or supported in different media texts
- Investigating the notion of media influence through research and communication theories applied to media products and audience
- Personal research and study including news, textbook, films and online.
- School Assessed Coursework
- End of year external examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
**Personal skills:** Media helps students develop the ability to be more critically aware of the media and to consider the source and intent of media senders and products. Students learn and develop an ongoing range of practical, artistic and theoretical skills. It also encourages further appreciation of media texts as art.

**Career Pathways:** Completion of VCE Media can be the gateway to a huge range of careers and further education options. It is an excellent pre-requisite for many related tertiary courses and career opportunities. The personal major media product produced during the year is an important folio piece to accompany applications for a variety of further study and occupation applications.
## WHY STUDY THIS SUBJECT?

Music Performance appeals to students who:
- Like to play one or more musical instruments or sing
- Enjoy performing and playing as part of a group
- Require this subject as a prerequisite for a career choice
- Seek a change from other academic subjects
- Wish to improve their skills in performance, and reading music

Instrumental lessons are essential for students who undertake this subject. It is recommended that students attempting Units 3/4 should be able to play their instrument to a minimum of Grade 5 A.M.E.B. standard or its equivalent.

### UNIT 1

**WHAT IS STUDIED?**
- Solo Performance
- Study, technical work and sight reading
- Performance enhancing strategies
- Group Performance
- Aural Skills
- Analysis and the evaluation of the influences of music - a selection of the works to be performed in groups or the individual’s solo performance recital is deconstructed.
- Music notation, improvisation and the language of music

**WHAT TYPE OF WORK IS DONE?**
- 15 minute solo performance recital on a chosen instrument
- Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how they are used.
- Practical test on the study/technical work and sight reading
- Short written report that describes the use of music language in a composition.

### UNIT 2

**WHAT IS STUDIED?**
- Solo Performance
- Study, technical work and sight reading
- Performance enhancing strategies
- Group Performance
- Aural Skills
- Analyse the structure and style of works to be prepared for solo performance, identifying the expressive features of the work.
- Music notation, improvisation and the language of music

**WHAT TYPE OF WORK IS DONE?**
- 15 minute solo performance recital on a chosen instrument
- Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used.
- Practical test on the study/technical work and sight reading
# MUSIC PERFORMANCE

## UNIT 3

### WHAT IS STUDIED?
- Solo Performance
- Study, technical work and unprepared performance
- Group Performance
- Music notation, improvisation and the language of music
- Aural Skills – recognise and transcribe intervals, melodies, rhythms, chords and chord progressions

### WHAT TYPE OF WORK IS DONE?
- Solo and Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used.
- Practical test on the study/technical work and sight reading
- Aural skills practice exercises
- Analysis exercises

## UNIT 4

### WHAT IS STUDIED?
- Solo Performance
- Study, technical work and unprepared performance
- Group Performance
- Music notation, improvisation and the language of music
- Aural Skills – recognise and transcribe intervals, melodies, rhythms, chords and chord progressions

### WHAT TYPE OF WORK IS DONE?
- 25 minute solo performance examination
- Group performance
- Examination – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used.
- Practical test on the study/technical work and sight reading
- Aural skills practice exercises culminating in an examination
- Analysis exercises
- End of year external examinations

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Music courses in many universities and TAFE institutes
- Professional performer / musician / orchestra
- Music teacher in schools (primary or secondary)
- Instrumental teachers
- Background for arts administration
- Music Theatre / Opera stage production
- Television/Film music
- Computer music
- Editing, sound engineer, producer
# OUTDOOR AND ENVIRONMENTAL STUDIES

*(Unit 1 & 2 offered at Year 10 only)*

## WHY STUDY THIS SUBJECT?

- Participate in a range of different outdoor experiences
- Study natural environments using the outdoors as your textbook for learning
- Develop skills and knowledge related to practical experiences of the outdoors
- Acquire practical skills for safe and minimal impact outdoor travel and living
- Learn to appreciate and understand outdoor environments
- Understand ecosystems and their interactions
- Understand human impacts on and relationships with nature
- Develop respect for the environment and concern for its conservation
- Understand strategies used to protect, conserve and manage outdoor environments.

## UNIT 1

### WHAT IS STUDIED?

- **Motivations for Outdoor Experiences:**
  Focuses on students' outdoor experiences and investigates the motivations for and responses to nature and outdoor experiences. It also incorporates learning basic first aid and outdoor travel skills to enable safe participation in outdoor experiences.

- **Influences on Outdoor Experiences:**
  Students evaluate how the media portrays the natural environment. Investigate factors that influence outdoor experiences. They also address personal safety and risk when planning safe and sustainable interactions in outdoor environments.

### WHAT TYPE OF WORK IS DONE?

- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- First aid scenarios
- Short reports of outdoor experiences
- Oral presentations
- Written responses
- Short answer tests
- End of semester examination

## UNIT 2

### WHAT IS STUDIED?

- **Investigating Outdoor Environments:**
  Provides an introduction to the characteristics of, and the interrelationship between different types of natural environments. Students study both the biotic and abiotic aspects of natural environments such as fauna, flora, rocks, soils, sunlight and water.

- **Impact on Outdoor Environments:**
  Focuses on identifying human activities and their environmental impacts at local/regional/state wide levels. Environmental impact involves a study of both natural and human induced changes on components of the environment. Application of conservation in a selected local environments is also investigated.

### WHAT TYPE OF WORK IS DONE?

- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- Short reports of outdoor experiences
- Oral presentations
- Written responses
- Short answer tests
- End of semester examination
**UNIT 3**

**WHAT IS STUDIED?**
- **Historical Relationships with Outdoor Environments:** Focuses on how Australians have understood and interacted with outdoor environments over time. Examines the unique nature of Australian environments. The relationships and perceptions of natural environments are studied, from the indigenous cultures through to the influence of a number of major events and issues subsequent to European settlement.

- **Relationships with Australian Environments since 1990:** Focuses on the relationship between humans and outdoor environment since 1990. Investigates a number of ways outdoor environments are depicted in the media; the dynamic nature of relationships considering social, cultural, economic and political factors; and how they may influence relationships with outdoor environments.

**WHAT TYPE OF WORK IS DONE?**
- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- Written Reports
- Analysis of Data
- Short Essays
- Short answer tests
- Journals

**UNIT 4**

**WHAT IS STUDIED?**
- **Healthy Outdoor Environments:** Explores the contemporary state of Australian environments and the importance of outdoor environments to individuals and society. Examine the nature of sustainability and the health of outdoor environments. Investigate current and potential impacts of damage to outdoor environments.

- **Sustainable Outdoor Environments:** Focuses on the sustainability of environments in order to support the future needs of ecosystems, individuals and society as well as the skills needed to be environmentally responsible citizens. Students investigate case studies of conflicts of interest between people involved in uses of natural environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Examine management strategies, acts and conventions that contribute to maintaining the health and sustainability of environments.

**WHAT TYPE OF WORK IS DONE?**
- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- Written Reports
- Analysis of Data
- Short Essays
- Short answer tests
- End of year external examination
- Journals

**WHAT DOES STUDYING THIS SUBJECT LEAD TO?**
- Environmental Science
- Environmental Engineering
- Eco-Tourism
- Adventure Tourism
- Outdoor Education
- Environmental Management – Parks Victoria, Conservation Organizations
- Wilderness Therapy
- Remote Area First Aid
- An improved local, national and world environment
### WHY STUDY THIS SUBJECT?
- Develop greater knowledge of how the musculoskeletal and cardiorespiratory systems are structured and function.
- Gain a greater understanding of the physiological changes and responses that occur during physical activity.
- Develop a better understanding of physical activity, sport and society from a participatory perspective.
- Better understand how physical activity impacts on your quality of life.

### UNIT 1: THE HUMAN BODY IN MOTION

#### WHAT IS STUDIED?
- How the musculoskeletal and cardiorespiratory systems work together to produce movement.
- The relationship between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity.
- How the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
- The social, cultural and environmental influences on movement.
- The implications of the use of legal and illegal practices to improve performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.
- Strategies to minimise the risk of illness and injury to each system.

#### WHAT TYPE OF WORK IS DONE?
- Practical lab reports
- Case Study analysis
- Data analysis
- Reflective folio of participation in practical activities
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- Structured questions
- End of semester examination

### UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

#### WHAT IS STUDIED?
- Types of physical activity and the role participation in physical activity and sedentary behaviour play in the health and wellbeing of different population groups.
- How physical activity varies across the lifespan and how much is required for health benefits.
- The range of factors that influence and facilitate participation in regular physical activity.
- How physical activity can be extended in various communities, social, cultural and environmental contexts.
- Individual and population-based consequences of physical inactivity and sedentary behaviour.
- The social-ecological model and/or Youth Physical Activity Promotion Model and how these are used to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

#### WHAT TYPE OF WORK IS DONE?
- Written plan and reflective folio of a program to increase physical activity and/or reduce sedentary behaviour
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- End of semester examination
# PHYSICAL EDUCATION

## WHY STUDY THIS SUBJECT?
- To be able to analyse movement and improve movement and skill efficiency.
- To develop understanding of how the body produces energy and responds to exercise.
- To know how to train correctly and understand the elements involved in an effective training program.
- To know how to implement an effective training program to improve fitness.

## UNIT 3: ANALYSIS OF MOVEMENT AND ENERGY PRODUCTION

### WHAT IS STUDIED?
- Characteristics of skills and stages of learning
- How to improve skill
- Kinetic and kinematic concepts of human movement
- Biomechanical principles of equilibrium
- Food, fuels and energy systems
- Acute responses to exercise
- Oxygen uptake, oxygen deficit and excess post oxygen consumption
- Muscular fatigue mechanisms
- Strategies used to delay fatigue and promote recovery

### WHAT TYPE OF WORK IS DONE?
- Practical lab reports
- Case Study analysis
- Data analysis
- Reflective folio of participation in practical activities
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- Structured questions
- End of semester examination

## UNIT 4: TRAINING TO IMPROVE PERFORMANCE

### WHAT IS STUDIED?
- Fitness definitions and components
- Data collection and activity analysis in sports
- Assessment of fitness
- Fitness training principles and methods
- Training program design: planning, implementation and evaluation
- Chronic adaptations to training to the cardiovascular, respiratory and muscular systems.
- Psychological strategies to enhance performance and recovery

### WHAT TYPE OF WORK IS DONE?
- Reflective folio of participation in practical activities
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- Laboratory reports
- Structured questions
- Case study analysis
- Data analysis
- Fitness testing, VO2 max test and lecture at Exercise Research Australia
- Practice exams
- End of year external examination

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?
- Physiotherapy
- Massage Therapy
- Professional Sports Training Course
- Human Movement Science Course
- Physical Education Teacher
- Personal Training Course
- Paramedic Course
- Chiropractic Course
- Osteopath Course
- A lifelong reservoir of knowledge to help keep you fit and healthy
## WHY STUDY THIS SUBJECT?

Physics involves the study of the physical world around us. Students would study Physics if they:
- Enjoyed doing Physics topics in junior Science
- Did well in Physics topics in junior Science
- Are interested in how we explain the physical world around us
- Have reasonably good mathematical skills
- Need Physics as a prerequisite for tertiary courses

### Prerequisites

Satisfactory completion of Year 10 Science and Mathematics

## UNIT 1

### WHAT IS STUDIED?

**Area of Study 1**
**How can thermal effects be explained?**
- Thermodynamics principles
- Thermodynamics and climate science
- Issues related to thermodynamics

**Area of Study 2**
**How do electric circuits work?**
- Concepts used to model electricity
- Circuit electricity
- Using electricity
- Electrical safety

**Area of Study 3**
**What is matter and how is it formed?**
- Origins of atoms
- Particles in the nucleus
- Energy from the atom

### WHAT TYPE OF WORK IS DONE?

- Annotated folio of practical activities
- Data analysis
- Design, building, testing and evaluation of a device
- Explanation of the operation of a device
- Proposed solution to a scientific or technological problem
- Report of a selected physics phenomenon
- Modelling activity
- Media response
- Summary report of selected practical activities
- Reflective learning journal/blog related to selected activities or in response to an issue
- Tests

## UNIT 2

### WHAT IS STUDIED?

**Area of Study 1**
**How can motion be described and explained?**
- Concepts used to model motion
- Forces and motion
- Energy and motion

**Area of Study 2**
**Focus Study: e.g. How do particle accelerators work?**

**Area of Study 3**
**Practical Investigation:**
Students design and undertake an investigation related to content in Areas of Study 1 and/or Areas of Study 2 of Unit 2.

### WHAT TYPE OF WORK IS DONE?

- Annotated folio of practical activities
- Data analysis
- Design, building, testing and evaluation of a device
- Explanation of the operation of a device
- Proposed solution to a scientific or technological problem
- Report of a selected physics phenomenon
- Modelling activity
- Media response
- Summary report of selected practical activities
- Reflective learning journal/blog related to selected activities or in response to an issue
- Tests
## UNIT 3

### WHAT IS STUDIED?

**Area of Study 1**

**How do things move without contact?**
- Fields and interactions
- Effects of fields
- Applications of field concepts

**Area of Study 2**

**How are fields used to move electrical energy?**
- Generation of electricity
- Transmission of electricity

**Area of Study 3**

**How fast can things go?**
- Newton’s laws of motion
- Einstein’s theory of special relativity
- Relationships between force, energy and mass

### WHAT TYPE OF WORK IS DONE?

- Annotations of practical activities
- Student investigation
- Report of a physics phenomenon
- Data analysis
- Media analysis/response
- Evaluation of a device
- Solution to a scientific/technological problem
- Response to structured questions
- Reflective learning journal
- Test

## UNIT 4

### WHAT IS STUDIED?

**Area of Study 1**

**How can waves explain the behaviour of light?**
- Properties of mechanical waves
- Light as a wave

**Area of Study 2**

**How are light and matter similar?**
- Behaviour of light
- Matter as particles of waves
- Similarities between light and matter
- Production of light from matter

**Area of Study 3**

**Practical Investigation**
- Student nominated and designed practical investigation
- Results summary presented in a scientific poster

### WHAT TYPE OF WORK IS DONE?

- Annotations of practical activities
- Student investigation
- Report of a physics phenomenon
- Data analysis
- Media analysis/response
- Evaluation of a device
- Solution to a scientific/technological problem
- Response to structured questions
- Reflective learning journal
- Test
- Scientific poster
- End of year external examination

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Physics is the basis of most of the sciences. It underpins studies of all other sciences including Chemistry and Biology. Physics would be an asset to students interested in undertaking tertiary study in the Science, Computer Science or Engineering fields.

Currently in Australia there is an undersupply of science graduates. Graduates of Physics degrees have a higher full employment rate than the national average and have average salaries in the top ten to twenty percent of the workforce for their age group.
# PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

**WHY STUDY THIS SUBJECT?**
Students undertake this subject if they:

- are interested in fashion
- like designing and drawing fashion illustrations
- would like to design and produce their own clothing
- would like to become proficient at fitting and sewing garments / textile products
- feel that Textiles would complement the other VCE studies that they are undertaking
- Students need to compile a comprehensive folio at the end of Year 12 for entry into a Textile, Art or Design based course

## UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

**WHAT IS STUDIED?**

**Outcome 1:** Students should be able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including considerations of sustainability.

**Outcome 2:** Students should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

## UNIT 2: COLLABORATIVE DESIGN

**WHAT IS STUDIED?**

**Outcome 1:** The student should be able to design and plan a product, a product range or group product with component parts in response to a design brief based on a common theme, both individually and within a team.

**Outcome 2:** The student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

## UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

**WHAT TYPE OF WORK IS DONE?**

- Research using a range of resources and methods
- Develop ideas and options, using a range of communication techniques
- Materials and product testing
- Design and production techniques, using the sewing machine and overlocker
- Evaluate the planning and production process
- End of semester examination

## UNIT 2: COLLABORATIVE DESIGN

**WHAT TYPE OF WORK IS DONE?**

- Work individually and as a team to develop a range of design options and present these using a range of communication techniques
- Using mock-ups to develop design concepts
- Pattern development
- Design and production techniques using the sewing machine and overlocker
- Analyse and evaluate design and production
- End of semester examination
# PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

## UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

### WHAT IS STUDIED?

**Outcome 1:** The student should be able to explain the role of the designer, client and/or end-user/s, the product design process and its initial stages, including investigating and defining a design problem and explain how the design process leads to the product design development.

**Outcome 2:** On completion of this unit the student should be able to explain and analyse influences on the design development and manufacture of products within industry settings.

**Outcome 3:** The student should be able to present a folio that documents the product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

### WHAT TYPE OF WORK IS DONE?

- Develop design briefs
- Extensive primary and secondary research and the development of design ideas
- Research, test and experiment with materials
- Trial processes and specific techniques (productions samples)
- Create innovative design ideas
- Extensive folio development for the School Assessed Task
- Test or short answer responses
- Outcome 1 and 2 are graded through a SAC (School assessment coursework)

## UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

### WHAT IS STUDIED?

**Outcome 1:** On completion of this outcome the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

**Outcome 2:** On completion of this outcome the student should be able to safely apply a range of production skills and processes to make a product design from Unit 3 and manage time effectively and efficiently.

**Outcome 3:** The student should be able to evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or end-user and outline its care requirements.

### WHAT TYPE OF WORK IS DONE?

- Primary / secondary research
- Visual and written reports
- Production of SAT (School Assessed Task)
- Product analysis and evaluation
- Final completion of the Design Folio (SAT)
- Outcome 1 is graded through a SAC (School Assessed Coursework)
- End of year external examination

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Careers in Textiles and Design related areas through further study at TAFE or University. Employment through traineeships, where they work for a particular company and undergo further education through TAFE.
## WHY STUDY THIS SUBJECT?

- Psychology develops student skills and understanding of the human mind and behaviour
- Students will develop strong analytical skills, and the ability to evaluate the worth of a variety of theories in each area of this scientific study
- A comprehensive coverage of research methods, including the ethical considerations of psychological studies
- Psychology is an extremely relevant subject – the vast majority of the course content will be very familiar to the student simply from their own everyday life
- The choice of future career paths can be broadened with the inclusion of a science subject
- Psychology is an accessible subject – it rewards students who display a breadth of skills as opposed to a specific and exceptional skill in one area.

## UNIT 1 – How are behaviour and mental processes shaped?

### WHAT IS STUDIED?

**Area of Study 1**
**How does the brain function?**
- Role of the brain in mental processes and behaviour
- Brain plasticity and brain damage

**Area of Study 2**
**What influences psychological development?**
- The complexity of psychological development
- Atypical psychological development

**Area of Study 3**
**Student-directed research investigation**
Students communicate a substantiated response to a selected question related to one of six topics: biopsychology; brain and the use of technology; cognition; psychological development; mental health and disorder; and changing thoughts, feelings and behaviour.

### WHAT TYPE OF WORK IS DONE?

- Psychological testing
- Observations of behaviour
- Evaluation of research
- Classroom activities
- Annotated poster reports
- Analysis tasks
- Data presentation
- Multimedia presentations
- Ethical considerations
- End of semester examination

## UNIT 2 – How do external factors influence behaviour and mental processes?

### WHAT IS STUDIED?

**Area of Study 1**
**What influences a person’s perception of the world?**
- Sensation and perception
- Distortions of perception

**Area of Study 2**
**How are people influenced to behave in particular ways?**
- Social cognition
- Social influences on behaviour

**Area of Study 3**
**Student-directed practical investigation**
Students design and undertake a practical investigation related to external influences on behaviour.

### WHAT TYPE OF WORK IS DONE?

- Psychological testing
- Observations of behaviour
- Evaluation of research
- Classroom activities
- Poster reports
- Analysis tasks
- Multimedia presentations
- Ethical considerations
- End of semester examination
## UNIT 3 – How does experience affect behaviour and mental processes?

### WHAT IS STUDIED?

#### Area of Study 1
**How does the nervous system enable psychological functioning?**
- The functions of the nervous system
- Stress as an example of a psychobiological process

#### Area of Study 2
**How do people learn and remember?**
- Neural basis of learning and memory
- Models to explain learning
- The process of memory
- Reliability of memory

### WHAT TYPE OF WORK IS DONE?
- Annotated folio work
- Psychological testing
- Observations of behaviour
- Evaluation of research
- Classroom activities
- Poster reports
- Analysis tasks
- Skills testing
- Multimedia presentations
- Ethical considerations
- Example exam questions
- End of semester examination

## UNIT 4 – How is Wellbeing developed and maintained?

### WHAT IS STUDIED?

#### Area of Study 1
**How do levels of consciousness affect mental processes and behaviour?**
- The nature of consciousness
- The importance of sleep
- Effects of sleep disturbances and possible treatments

#### Area of Study 2
**What influences mental wellbeing?**
- Defining mental health
- Factors that contribute to the development and progression of mental health disorders
- Application of a biopsychosocial approach, a scientific model, to explain specific phobia
- Maintenance of mental health

#### Area of Study 3
**Practical investigation**
The investigation requires the students to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that taking into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken.

### WHAT TYPE OF WORK IS DONE?
- Annotated folio work
- Psychological testing
- Observations of behaviour
- Evaluation of research
- Classroom activities
- Poster reports
- Media responses
- Analysis tasks
- Skills testing
- Multimedia presentations
- Ethical considerations
- Example exam questions
- End of year external examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
- Various careers in the field of Psychology, including Clinical, Forensic, and Sports Psychology
- Various careers in the Medical field, such as Nursing, Health, Occupational Therapy, Neuropsychology and Psychiatry
- Counselling and Community Psychology
- Tertiary courses include Science, Arts etc.
- Education, Teaching, Academic Psychology
- Psychological research
RELIGION AND SOCIETY UNIT 1

WHY STUDY THIS SUBJECT?
VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences. Students also come to appreciate that religion can be a positive force of power, authority and justice. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals and religious traditions in the Australian society in which they live. The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens.

UNIT 1: The Role of Religion in Society

<table>
<thead>
<tr>
<th>WHAT IS STUDIED?</th>
<th>WHAT TYPE OF WORK IS DONE?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Nature and Purpose of Religion:</strong></td>
<td>• Research and report writing</td>
</tr>
<tr>
<td>• the occurrence of religions in the past and in the present</td>
<td>• Comparison and evaluation</td>
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<tr>
<td>• the questions and life experiences which shape religion and religious identity</td>
<td>• Class discussions</td>
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<tr>
<td>• the aspects common to all religions</td>
<td>• Oral presentations</td>
</tr>
<tr>
<td><strong>Religion through the Ages:</strong></td>
<td>• Analysis of religious texts</td>
</tr>
<tr>
<td>• how spiritual and religious ideas in Prehistory have played a major role in some key events in history</td>
<td>• Visual displays</td>
</tr>
<tr>
<td>• how developments in technology, philosophy and science have affected the roles of religion in society</td>
<td>• Note taking</td>
</tr>
<tr>
<td>• the reasons why some ideas from one religious tradition become part of other religious traditions</td>
<td>• Analysis of media texts</td>
</tr>
<tr>
<td><strong>Religion in Australia:</strong></td>
<td>• Interpreting, synthesising and applying primary and secondary source material</td>
</tr>
<tr>
<td>• the distribution of major religious traditions in Australia</td>
<td>As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, Teen Mental Health First Aid and the Year 11 Retreat</td>
</tr>
<tr>
<td>• the way collective identity is expressed by religious traditions in Australia</td>
<td></td>
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<tr>
<td>• the role of religion in providing social infrastructure in Australian society</td>
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</tbody>
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WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Religion and Society Unit 2 (Year 12)

OR

Texts and Traditions Units 3 and 4 (elective in Year 12)
RELIGION AND SOCIETY UNIT 2

WHY STUDY THIS SUBJECT?

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues.

Religious traditions offer value systems that guide their interactions with society and influence society’s decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. In this unit students explore ethical issues in societies where multiple worldviews coexist. Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments.

UNIT 2
WHAT IS STUDIED?

**Ethical decision making and moral judgement:**
- methods of ethical decision-making and the theories that support them
- influences involved in moral judgments, such as: reasoning, conscience, intuition, assumptions, authorities, worldviews, values and codes of behaviour

**Religion and ethics:**
- the authorities, principles and values of at least two religious traditions
- the ethical decision-making methods of religious traditions

**Ethical issues in society:**
- why some issues are regarded as ethical issues
- religious and non-religious contributions to ethical debates
- the ethical decision-making methods involved in the debate process and their strengths and weaknesses

WHAT TYPE OF WORK IS DONE?

- Research and report writing
- Comparison and evaluation
- Class discussions
- Oral presentations
- Analysis of religious texts
- Visual displays
- Note taking
- Analysis of media texts
- Interpreting, synthesising and applying primary and secondary source material

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 12 Retreat

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.
## WHY STUDY THIS SUBJECT?

Studio Arts appeals to students who:

- Wish to explore their own creativity and imagination
- Wish to build up skills when creating artworks by exploring and refining a range of media
- Wish to explore artists from both contemporary and historical contexts by attending excursions to art galleries and reading and analysing art works
- Wish to work in a creative field after they leave school
- Need to compile a Folio for entry into Art or Design courses at a tertiary level
- Find exploring Art a personally enriching experience and have demonstrated some ability in this area

### UNIT 1

#### WHAT IS STUDIED?

- Artistic inspiration and techniques
- How artists generate ideas for artworks
- How students can develop ideas for making their own Art
- How to analyse and evaluate artworks
- Contemporary Art and its historical influences
- Current exhibitions
- How to organise, select and refine ideas for making artworks
- How to use a wide range of media

#### WHAT TYPE OF WORK IS DONE?

- Drawing with a range of media
- Painting with a range of media
- Collage
- Digital Photography and manipulation of images using Adobe Photoshop
- Ceramics
- Researching and analysing artists’ works
- Recording processes in a Visual diary
- Attending excursions

### UNIT 2 Design Exploration

#### WHAT IS STUDIED?

- Exercises in which you are asked to respond creatively to specific design problems
- Formulating a design process and choosing an individual theme from which to create a series of works
- Identifying a range of directions and solutions to your design concept
- Exploring a range of materials and processes
- Researching and analysing a range of Contemporary artists’ works
- Documentation and annotation of all processes in a Visual Diary

#### WHAT TYPE OF WORK IS DONE?

- Construction with a range of media
- Sculpture with a range of media
- Printmaking
- Drawing
- Digital Photography and manipulation of images using Adobe Photoshop
- Researching and analysing artists’ works
- Recording processes in a Visual Diary
- Attending an excursion
- End of semester examination
## UNIT 3

### WHAT IS STUDIED?
- How to write an exploration proposal and develop your own original ideas into folio pieces
- Students workshop ways in which ideas for artworks can be generated
- These ideas are then explored into a range of potential solutions using a diverse range of media
- Students research individual artists whose work they find inspiring. They attend art exhibitions and from these, select a contemporary artist to study in depth.
- Students study ways in which artists develop distinctive styles in their art works
- The use of appropriation and originality in the making of new artworks

### WHAT TYPE OF WORK IS DONE?
- Researching imagery and artists that students find inspiring
- Creating a Design Folio which explores and refines art techniques including drawing in pastels, oil sticks charcoal, pencil, painting in gouache acrylics, printmaking techniques including linocuts, monoprints, and, ceramics and sculpture
- Digital photography and manipulation of images through Photoshop
- Found objects, ephemeral objects
- Students may work in any media they feel comfortable with (exploration is encouraged)

## UNIT 4

### WHAT IS STUDIED?
- How to refine art techniques and produce a cohesive folio of works that are developed from ideas generated in Semester One
- How to write a focus statement explaining the direction of the Folio
- Reflection and evaluations
- The promotion and marketing of Art
- How to put together a Folio for entry into tertiary courses
- Art galleries and how they are run
- Conservation and restoration of artworks

### WHAT TYPE OF WORK IS DONE?
Students create a finished folio in the art medium of their choice, which may include any of the following:
- Drawings
- Paintings on canvas
- Prints (etching, stencil art, relief prints)
- Digital photographs
- Collage
- Installation Art
- Sculpture / Ceramics
- End of year external examination

A research paper on the presentation of art and current exhibitions reviewed.

A research paper on the conservation and restoration of artworks.

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?
Teacher Art- primary, secondary, tertiary; Arts Degree, Graphic Artist, Occupational Therapist, Art Therapist, Interior Designer, Landscape Architect, Industrial Designer, Textile Designer, Recreation Officer, Architect, Sculptor, Painter, Photographer, Web Designer, Town Planner, Theatrical Costume Designer, Stage Set Designer, Fashion Designer, Display Artist, Cultural Heritage Officer, Conservator, Craftsperson, Cartoonist, Cartographer, Arts Administrator, Animator, Advertising Industry, Visual Merchandiser, Camera Operator (film television), Beauty Therapist, Arts and Cultural Planner, Florist, Glass Worker, Hairdresser, Chef, Museum Technician, Sign Writer, Screen Printer, Picture Framer, Silversmith, Jeweller, Art Therapist, Tattoo Artist, Desktop Publisher and Curator.

This subject provides a FOLIO for entry into a wide variety of Art and Design courses including RMIT, Victorian College of the Arts, Swinburne, Latrobe University, Monash University, TAFE Colleges and many privately owned Colleges.
**WHY STUDY THIS SUBJECT?**

Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts, which have grown from and shaped those traditions. Examining the texts on which religious traditions are founded enables students to gain a good understanding about the basis of those traditions. These texts become a touchstone to the tradition as it develops and responds to changing circumstances.

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**UNIT 1: TEXTS IN TRADITIONS**

**WHAT IS STUDIED?**

- *Exploring literary forms*
  - students focus on how texts function as literature in themselves and as part of a wider body of religious writing

- *The formation and exegesis of text*
  - students focus on developing understanding of the original sociocultural and historical setting from which selected texts emerge

- *Later uses and interpretations of sacred texts*
  - students focus on the ways art, literature, film, calligraphy, music, architecture or other artistic forms have provided interpretations of selected texts of the tradition

**WHAT TYPE OF WORK IS DONE?**

- Students study the texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings.

  In conducting this work, students will develop their capacity to research, compare, evaluate and analyse texts.

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**UNIT 2: TEXTS IN SOCIETY**

**WHAT IS STUDIED?**

- *Sacred texts in the past*
  - students investigate the general background to selected texts, using historical research to identify people, places and events relevant to the origins of the texts

- *Sacred texts today*
  - students focus on how religious traditions use their sacred texts when confronted with particular social issues

- *Comparing religious traditions*
  - student compare the similarities and differences between the ways sacred texts of different religious traditions present a particular social issue

**What does studying this subject lead to?**

Texts and Traditions Units 3 and 4
## WHY STUDY THIS SUBJECT?

The Christian Gospels are foundational in that they recount events, narratives, prophetic pronouncements and teachings that describe the beginnings and initial development of the Christian tradition. In Texts and Traditions, students explore the society and culture from which Christianity emerged. They seek an understanding of the historical background that lent shape and content to the Gospels themselves. Students develop an understanding of how the Gospel according to Luke is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the Gospel itself, the intended audience of the text, and the messages and teachings found within the text.

## UNIT 3: TEXTS AND THE EARLY TRADITION

### WHAT IS STUDIED?
- **The background of the tradition**
  
  - students explore the social, cultural, religious and political conditions of the society out of which the Christian tradition emerged

- **Thematic and literary aspects of the Gospel**
  
  - students explore the major themes and the literary structure of the Gospel according to Luke

- **Interpreting texts**
  
  - students learn to apply exegetical methods to develop an interpretation of the passages for special study

### WHAT TYPE OF WORK IS DONE?

- The focus of Units 3 and 4 is centred on exploring the Gospel according to Luke. Students study this Gospel in its original social, cultural, religious, political and historical settings, as well as investigating the impact the Christian Gospels have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the Gospel according to Luke as a work of literature and consider how others have understood and interpreted this text.

  In conducting this work, students will develop their capacity to research, compare, evaluate and analyse texts. They will learn how to conduct an exegesis and develop the skills to engage in biblical hermeneutics.

## UNIT 4: Texts and their teaching

### WHAT IS STUDIED?
- **Interpreting texts**
  
  - students refine their exegetical skills and consider the social, cultural, religious and political concerns present in the text

- **Religious ideas, beliefs and themes**
  
  - students investigate a significant religious idea, belief or theme arising out of the passages for special study

### What does studying this subject lead to?

Texts and Traditions encourages independent and critical thinking in students that will assist them in fields that require research, analysis and interpretation of written texts.

Studying Texts and Traditions offers students an opportunity to engage in the discipline of theology, and to embark on a detailed reading of the Gospel according to Luke.
## VISUAL COMMUNICATION DESIGN

### WHY STUDY THIS SUBJECT?

There are not many VCE studies that challenge both sides of the brain as effectively as Visual Communication Design. This study allows students to develop creative, critical and reflective thinking, (design thinking) and to gain confidence using drawing and digital design technologies to visualise thinking. Visual Communication Design examines the way visual language can convey ideas, information and messages. The Visual communication design study encourages students to create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Students will employ the design process to generate and develop creative innovative solutions and refine presentations for a wide range of design problems. Students will develop skills using a variety of manual drawing and digital methods to develop and refine presentations.

All equipment for this study is supplied. To present work professionally and continue work at home students require a Visual Communication kit which costs approximately $80.00.

### UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

#### WHAT IS STUDIED?

- Create drawings for different purposes using a range of drawings methods, media and materials
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors

### WHAT TYPE OF WORK IS DONE?

- Use freehand drawings for observational, visualisation and presentation
- Apply two and three dimensional drawing to represent the form and structure of objects
- Select and apply media, materials and techniques to draw and render forms
- Apply design thinking techniques to generate alternative ideas
- Apply appropriate drawing methods to make visible ideas and concepts
- Apply design elements and principles generate and develop design options
- Use Photoshop and Illustrator to refine concept designs
- Practical design folio of tasks using the design process
- A written task based on past, contemporary, social and cultural factors.

### UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN

#### WHAT IS STUDIED?

- Create presentation drawings that incorporate technical drawing conventions and communicate information and ideas for selected design fields
- Manipulate type and images to create visual communications suitable for print and screen based presentations, taking into account copyright
- Apply stages of the design process to create a visual communication appropriate to a given brief

### WHAT TYPE OF WORK IS DONE?

- Apply drawing methods suitable for presentation drawings: Environmental design (architectural, interior or landscape design); Industrial design (appliances or homewares, packaging, tools, transport)
- Look at historical and contemporary typography
- Use terminology to describe family types and faces
- Apply a design process to develop a visual communication solution to a set task, refer to design thinking techniques
- End of semester examination
# VISUAL COMMUNICATION DESIGN

## UNIT 3: DESIGN THINKING AND PRACTICE

### WHAT IS STUDIED?
- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

### WHAT TYPE OF WORK IS DONE?
- Create 3 visual communications for different contexts, purpose and audiences.
- Include 2 and 3 dimensional presentation drawing and digital methods.
- Annotate visual communications or prepare a written or oral report that explains the connections between each of their visual communications and existing communications.
- Prepare a report or answer structured questions.
- Prepare a brief and developmental folio of work relevant to the brief.

## UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

### WHAT IS STUDIED?
- Develop distinctly different design concepts for each need, select and refine for each need a concept that satisfies each of the requirements of the brief.
- Produce final visual communication presentations that satisfy the requirements of the brief.
- Devises a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

### WHAT TYPE OF WORK IS DONE?
- Students prepare a folio of conceptual developments for each need.
- Students prepare two distinct separate presentation formats as detailed in the brief developed in Unit 3.
- Students devise a pitch to present and explain their visual communications to the client, either an oral report, a written task or annotated visual report evaluating the visual communications against the brief.

### VCAA ASSESSMENT

The overall Study Score will consist of:
- SAC - Unit 3 - 25%
- SAT - Unit 3/4 - 40%
- Exam - 35%

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The study of Visual Communication Design can provide a career pathway to design and design related studies, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/surface Design, Logo Design and Brand Identity. It also includes the study of Industrial, Environmental and Architectural Design.
Useful Websites

www.aapathways.com.au Find out about Australian Apprentices job pathways and availability
www.abc.net.au/tv/programs/ace-day-jobs/ Videos of Australians working in jobs they are passionate about
www.fairwork.gov.au Information about Australia’s national workplace relations systems
www.studyassist.gov.au Study Assist provides information to students about Australian Government assistance for financing tertiary study. The website offers information on courses, providers, Government loan schemes, student support services and publications
www.gooduniquide.com.au Find courses and places to study and check out ratings of universities, campuses and courses
www.graduatecareers.com.au Employment and career opportunities for graduates
www.jobaccess.gov.au Information for matters relating to the employment of people with a disability
www.joboutlook.gov.au A career and labour market research information site
www.jobsearch.gov.au A free service to help job seekers find jobs and career information
www.ntis.gov.au Provides information about courses, qualifications, competencies, training, packages and Registered Training Organisations
www.open.edu.au A flexible way to study toward a university degree off-campus.
www.volunteeringaustralia.org A range of opportunities for volunteers
www.youth.gov.au A central hub of government information for young people